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ABSTRACT

This annual report on instructional development activity, which was designed to improve the quality of education available at Illinois State University, is organized around four types of instructional development activity. These programs described here are: (1) Instructional Development Program that provides support funds on an approved proposal basis directly to faculty members to improve classroom instruction; (2) Summer Instructional Development Program initiated in 1974 and continued in 1975 to provide a mechanism for long-term development; (3) Institutional Goals Study which samples faculty, administration, student, community, and board member responses to outcome goals (e.g., academic development, intellectual orientation, etc.) and process goals (e.g., freedom, democratic governance, etc.); (4) Undergraduate Teaching Assistant (UTA) Program designed to involve upper-division undergraduates in the lower division instructional program and to provide assistance to faculty members teaching such courses. (Author/KE)

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ED115163

1974-1975

Instructional Development

at Illinois State University

Office of Undergraduate Instruction
Instructional Development Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

This is the third of a series of annual reports on instructional development activity sponsored by the Office of Undergraduate Instruction at Illinois State University, activity designed to improve the quality of education available on the campus. Innovation at Illinois State University, 1972-73 (ERIC number EDO 82694) and Instructional Development at Illinois State University, 1973-74 (ERIC number ED 100243) report similar activity for the previous two academic years. The nature and extent of projects described herein demonstrate a very real commitment on the part of faculty members at Illinois State to explore new and hopefully better ways for students to learn.

This report is published primarily as a communication device to inform members of the University community and others interested in improvement of instruction of activity undertaken in this area at Illinois State. Persons interested in further details should contact the faculty members identified with the projects. The report is organized around the four basic types of instructional development activity which took place on the campus during 1974-75.

1. Instructional Development Program. The IDP provides support funds, on an approved proposal basis, directly to faculty members to improve classroom instruction. These "mini-grant" proposals are submitted at any time on forms available in Undergraduate Instruction, reviewed by a faculty-student committee, with awards made on the basis of the quality of the proposal and likelihood of improving the quality of educational experience in a particular course. The IDP application form for 1974-75 is included in Appendix A. Each of the twenty-nine IDP projects funded this year is described briefly in material prepared by the responsible faculty member and edited for consistency.

2. Summer Instructional Development Program. A limitation of the academic year IDP program proved to be that it does not provide assigned time for faculty members engaged in more substantial instructional program planning and development. A Summer IDP program was initiated in 1974 and continued in 1975 to remedy this problem by providing a mechanism for more long-range development. Faculty members submitted proposals in a process similar to that used for summer research grants, which were then evaluated by the faculty-student IDP Committee with awards made by Undergraduate Instruction. It was possible to fund only 30 of the 106 projects submitted. The Summer IDP application form for 1975 is included in Appendix B. Each of the 1975 Summer IDP grants is summarized here in the form of brief reports prepared by the participating faculty members, again edited for consistency.

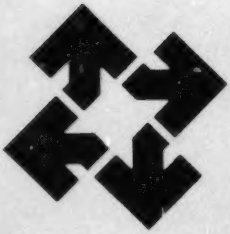
3. Institutional Goals Study. The context within which instructional development functions at the University is an Academic Plan, revised annually to provide a constant five-year projection of institutional program planning objectives. In reviewing the Illinois State University Academic Plan, 1975-1980 for the purpose of preparing the 1976-1981 version, it was determined that an intensive study of institutional goals was required. The Educational Testing Service "Institutional Goals Inventory" was utilized to obtain a sampling of faculty, administration, student, community, and board member responses. This section of the report summarizes the findings of the IGI study and other relevant sources of information on the perceived goals of the University. The report is intended to serve as a guide to members of the University community, particularly the University Academic Planning Committee, as it prepares the University's 1976-1981 Academic Plan.

4. Undergraduate Teaching Assistant (UTA) Program. A quite different approach to improving instruction was initiated in 1973-74 with the inauguration of the UTA program. This program, designed to involve upper division undergraduates in the lower division instructional program and to provide assistance to faculty members teaching such courses, is fully described and evaluated in Instructional Development at Illinois State University, 1973-74. A brief follow-up report on operation of the program during 1974-75 is included here. The general policy for the UTA program and the application form for 1974-75 is included in Appendix C. It should be noted that the University Curriculum Committee this year approved a new university-wide course (291, Seminar: Undergraduate Teaching Assistants) for use by students participating in the program.

Expressions of appreciation are in order to several individuals who assisted with instructional development activities, particularly to Dr. Eugene Jabker, Director of In-

structional Development, and the members of the Instructional Development Committee for 1974-75: Professors Wilma Jean Alexander (Business Education), Ed Anderson (Industrial Technology), Paul Baker (Sociology), Barry Moore (Art), Dent Rhodes (Curriculum and Instruction), and student Vicky Curtiss. This group evaluated numerous proposals submitted under the IDP and Summer IDP programs and helped stimulate and initiate instructional improvement projects throughout the University. Dr. Dean Hustuft from the Department of Information Sciences provided technical assistance to a variety of IDP projects throughout the year. Appreciation is also extended to President Gene Budig and Dean Arlan Helgeson for their support and encouragement of the program. Both Mrs. Rosemary Bauer and Mrs. Patricia Whalen in Undergraduate Instruction made invaluable contributions in assembling proposals, monitoring expenditures, scheduling meetings, and getting out necessary reports and correspondence. The basic "thank you" is to the faculty members who originated and carried through the projects described, all projects designed to improve the quality of education at Illinois State University. Their reports represent the modest but serious attempt of one university to implement the thinking of the Carnegie Commission on Higher Education as expressed in Reform on Campus: "We see the decade of the 1970's as a period of innovation, as an era that provides unusual opportunities to improve the quality of academic life, and as a period when the energy for reform that has been released can be combined with the spectrum of available innovations to provide more vital intellectual communities."

Stanley G. Rives
Dean of Undergraduate Instruction



Instructional
Development
Program

Language and Reading 101: An Experiment in Remedial Composition and Reading

Leger Brosnahan
Department of English

One section of the introductory English course--English 101: Language and Composition--was scheduled to accommodate students whose speaking dialect interferes with their reading or writing of standard English and results usually in serial failure of the course. For some reason, the section did not make as a special section and was filled as a regular section. It was impossible, as in any regular section, to do the dialect contrasts proposed as the heart of the experiment. Standard English was necessarily presumed and the non-standard speakers did not receive instruction directed to their problems.

Perhaps the most important conclusion resulting from this experience was the realization that students in need of remedial English may have to be identified and compelled into remedial sections if they do not voluntarily choose to take advantage of this opportunity. Or administration and advisement must improve to bring to the attention of more students the availability of such remedial courses and the students' need to take them. Perhaps a university-wide English proficiency examination might be necessary.

35 mm. Botany Lab

Robert M. Chasson
Department of Biological Sciences

The purpose of this project was to prepare instructional packages to coincide with the laboratory exercises currently used in the General Botany course. A package consists of a set of slides arranged in a carousel slide tray and an audio cassette tape. All of the tape-slide packages have been placed in the Media Services instructional materials center and may be checked out along with an automatic slide projector and tape recorder.

General Botany is taught with two lectures and two laboratory meetings per week. Multiple laboratory sections are scheduled throughout most of the week placing a heavy demand on the laboratory facilities. The instructional packages are intended to serve a two-fold function. First, to provide a make-up laboratory, presently unavailable on a regular basis, for those students who miss a scheduled meeting. Second, to provide a vehicle for assessing the feasibility of providing a modified, inexpensive self-tutorial laboratory experience for a selected group of General Botany students. The instructional packages would be available throughout the day providing maximum accessibility to the students and minimum demand upon staff time.

Computer Integrated and Computer Assisted Instruction in Economics

John F. Chizmar, Department of Economics
Other Faculty Participants: Dean Hiebert, Bernard J. McCarney, Department of Economics, Kup Tcheng, Computer Services

The Mid-Illinois Computer Cooperative (MICC) was created in 1974-75 to provide an educational computer network for five Illinois institutions of higher education including Illinois State University. Initial funding through direct state appropriations enabled the placement of six terminals at each institution interactive with a Control Data Cyper 70 computer located on the Edwardsville campus of Southern Illinois University. Funds from the Instructional Development Program were used to lease and install an additional 10 terminals for the academic year, thus, greatly increasing the University's ability to undertake a variety of Computer Assisted Instruction (CAI) projects.

The Department of Economics and the Computer Center at ISU implemented: (1) Computer Integrated Instruction in an intensive course, "Introduction to Economic

Science" which combined philosophy of science, computer programming, statistics, and economics, in a mode involving intensive "hands-on" computer usage; and (2) Computer-Assisted Instruction (CAI) as a complement to on-going instructional activities in the introductory Principles of Economics course offerings.

The objective of full implementation of CAI was achieved by early April, with complete reliability being attained by mid-April. Student response to reliable CAI was overwhelmingly favorable and plans are now underway to rigorously test the effectiveness of this instructional strategy.

Knowledge of economics in the Computer Integrated course, as measured by the Test of Understanding College Economics (TUCE), was as effective as in regular course offerings. In addition, knowledge and understanding of statistics, philosophy of science, and computer programming was also achieved. The course is being modified to delete programming due to time constraints and more fully integrate highly sophisticated simulation models of the economy.

Film for Experimental University Studies Course

Wilbur Chrudimsky
Department of Agriculture

The purpose of this project was to make an historical film to be used in an experimental University Studies course: American Agricultural Heritage. The topic selected for this film was the care and the use of horses for agricultural purposes during the 1900's. The scenes and sound were filmed and taped at the Living History Farms at Des Moines, Iowa. The intent of this film is to bring practices of the past as close to reality as possible.

Class presentations combining these historical films with agricultural artifacts in the Hudelson Museum of Agriculture appear to be a way to make history meaningful and viable.

Teacher-Learner Packages, Basic Mathematics Instruction

Caroll Dodd, Department of Mathematics
Other Faculty Participants: Keith Stearns, Department of Special Education

The purpose of this project was to provide participants in the Special Education Junior Semester Off-Campus experience an opportunity to develop and use materials related to basic mathematics instruction.

During the second semester of the 1974-75 academic year university students and the project staff developed teacher-learner packages in the areas of numeration, money and subtraction. The packages were developed using a basic instructional development model: for each target skill identified orders of sub-skills were identified, and pretest formats including both sub-skills and entry skills were developed. Following this, teacher and pupil activity sheets with appropriate instructions were developed.

All project objectives were obtained. Copies of the teacher-learner packages developed are available in the Elementary Mathematics Laboratory and the Special Education Instructional Materials Laboratory on the Illinois State campus.

Visual Materials for the Poetry of Rock

Roger R. Easson
Department of English

In an attempt to develop an instructional block regarding the relationship between traditional print-oriented poetic convention, manuscript scribal convention, and bardic aural/oral form, a series of slides were selected and ordered. Many of the materials ordered from museum collections were unavailable without excessive charges and, consequently, were not acquired. This left the slide collection severely hampered by important missing elements from medieval manuscript tradition, and from seventeenth century iconography tradition. The slide acquisition will be continued during the fall semester, 1975, through the use of published materials made into slides or through identification of materials currently available in slide collections at other universities or museums.

Support Services for Paralegal Experiment

Thomas Eimermann
Department of Political Sciences

The activities in this project were devoted to the training and use of undergraduate students as paralegal assistants in the ISU Student Legal Services office. These student interns were able to interview clients, do legal research and draft some legal documents. The students gained valuable educational experiences and allowed the law office to increase the scope of its services to many more clients.

The Development of a Computer Assisted Instruction Program for Educational Measurement

Barbara Goebel, Department of Psychology
Other Faculty Participants: Elizabeth Harris, William Gnagey, Margaret Waimon, Department of Psychology, Charles Sherman, Department of Curriculum and Instruction

The purpose of this project was to develop a tutorial program for the Measurement unit in Educational Psychology. The large numbers of students with diverse backgrounds enrolled in Educational Psychology have placed substantial demands on faculty time in this particular unit, and have accented the need for another system to supplement the personal assistance provided.

In the early stages of the project, a paper and pencil program was designed incorporating descriptions of school situations with related instructional content and test questions. These segments were keyed to the Measurement unit's behavioral objectives, basic reading materials and mastery tests. This initial program was administered to a group of students who failed the mastery test on their first trial and needed tutoring. Revisions were made on the basis of student input and item analysis, a driver program was specially designed, and the final product was typed into the computer terminals.

A second group of students who failed the mastery test on their first trial were given tutoring via the CAI program. Results of a t test between scores of a control group given traditional tutoring and the CAI tutored group indicated that tutoring by CAI was generally as effective as traditional tutoring with the added benefit of minimized demands on faculty time. Students generally reported the instructional content helpful, but many found the operation of the terminals troublesome and time consuming.

Self-Instructional Packages in Measurement and Evaluation

Robert Goodall, Department of Curriculum and Instruction
Other Faculty Participants: Les Brown, Richard Youngs Department of Curriculum and Instruction

Developmental work on this project was initiated during 1973-74 with support from an IDP grant. The major purpose of the original project focused upon the need to revise the Measurement and Evaluation strand of the CORE Program in order to shift the emphasis from statistics and measurement theory to developing students' competencies in using measurement techniques and instruments.

The project, as continued during the 1974-75 academic year, has primarily been concerned with the development, field-testing, and preliminary validation of learning packages on selected measurement topics. In addition, faculty members involved in the project have met regularly to plan appropriate ways to introduce new topics, analyze student difficulties with prepared materials, and to evaluate the outcomes of different instructional approaches. The format used in preparing the learning packages is based upon concepts of programmed learning. The objectives for each package are stated at the outset and the material is presented in small sequential steps. The learning packages also provide for frequent reinforcement of significant ideas and require students to make written responses not just mental assent. Practice tests are included so students can assess their understanding of the material presented. While these self-instructional packages offer students some flexibility in learning rate, in most instances, the rationale

and objectives for each package are presented in a group setting and major learning within the packages are reinforced by class interaction. Procedures have also been developed for content review and recycling for students who do not achieve an 80-85 per cent level of mastery on any performance sub-test for a package.

Preliminary validation and revision has been completed on 14 learning packages developed this year. These will be utilized in the Measurement and Evaluation strand of the CORE Program next year. A number of additional packages still need to be developed and further validation and revision should be undertaken to increase the quality and effectiveness of the materials. However, student reaction to and enthusiasm for the learning packages and procedures developed to date has been most encouraging.

Dialogue Instruction in Business Communications: A Case Approach

John D. Hall
Department of Business Education

In this project, currently existing materials dealing with business communications were adapted to an individualized/independent study mode. Specific objectives included the identification of basic principles of business correspondence; construction of typical business letters; development of critiques of each of these solutions; and the development of slide/tape presentations for this material. The first three objectives were achieved as stated, however, it was decided that a videotape format would allow wider and easier dissemination than a slide-tape presentation. Thus, the fourth objective was changed.

Currently, a limited number of copies of the material identified and constructed has been printed. These copies will be used for classroom verification and revision followed by development of the videotape for public use.

Computer Assisted Instruction—Measurement and Evaluation I

Michael A. Lorber
Department of Curriculum and Instruction

The purpose of this project was to write a Computer Assisted Instruction (CAI) program for students in secondary teacher education programs enrolled in the Professional Sequence which would: (1) help them develop their abilities to apply common terms associated with measurement and evaluation; (2) capitalize on the self-paced and competency-based nature of the Sequence; (3) provide a learning mode alternative to self-instructional packages and tape-slide programs; and (4) familiarize them with computer assisted instruction as an instructional tool.

A modified linear program was written using the BASIC language. The program was debugged, tested on students, and then revised on the basis of the feedback provided by students. Average instructional time is forty minutes. The program will become part of the 1974-75 Professional Sequence offerings and will also be available to any other student in the University who would like to try it.

Status Determination Program

Michael A. Lorber, Department of Curriculum and Instruction
Other Faculty Participants: Ronald Halinski, Measurement and Evaluation Service, Douglas Lamb, Student Counseling Services, and Michael Vinitsky, Department of Psychology

The purpose of this project was to develop a Status Determination Program--an information system which would help students work in a self-paced, competency program such as the Professional Sequence. The planned program called for the random selection of a control group and an experimental group of thirty students each, the administration of six tests, the provision of test results to each student, and the retesting of each student at the end of the semester. Program effectiveness was to be determined by comparing pre and post-test scores, and levels of progress in the Professional Sequence of the

students in each group.

Unfortunately, unexpected delays in the acquisition of some tests, the selection of students willing to participate, and the arranging of testing and counseling sessions made it impossible to administer all tests to all students, to administer the post-tests or to arrange counseling sessions for all students. These problems mitigated against continuation of the program in the fall. A final decision against continuation was made when it was seen that there were no significant differences in the levels of progress between the students in the two groups.

Analysis of student and counselor feedback indicated that the testing program was too extensive and too time consuming. In addition, students saw little value for the kinds of information provided by the tests. These findings, plus the lack of significantly greater achievement in the Sequence by the participants, indicate that some approach other than testing should be sought to help students work in self-paced, competency-based programs.

Ways of Looking—As Response to Environment

John Marlow
Department of Art

The purpose of this project was to collect a range of art work done by children in Jamaica which reflects the effects of the native cultural environment independent of any formal educational experience. The intention has been to build an ongoing collection of the art work of these children which would be evaluated, documented, and housed as part of the International Collection of Child Art in the Ewing Museum.

The concept of visual arts as a branch of education in the primary schools has just been initiated in the Parish of St. Thomas, Jamaica. There is no heritage of graphic expression in that country. All classes of Jamaicans have been influenced by a tradition of dance, music and Protestant liturgy and not, as on the neighboring Carribean Islands of Haiti and Cuba, by the strict formal ritualistic patterns exemplified by cabalistic drawing or veves. Through the collaboration of the Peace Corps, the Jamaican Ministry of Education, and the University of the West Indies, it has been possible to reach children in these rural and remote schools. The work could clearly identify important cultural and environmental aspects of children's developmental stages, especially valuable in methods classes and hopefully of significance with relation to inner city and ethnic problems of current concern in teacher preparation.

Much of the work collected has been displayed in the annual Festival and will not be available until September. Color slide photographs and very few of the originals are currently available.

Xeroxing and Binding of Typed Transcripts for Extremist Tape Collection

Walter B. Mead
Department of Political Science

This project was a sequel to an earlier project which involved the acquisition of one hundred audiotapes featuring extremist speeches and interviews. Copies of these tapes were made for instructional purposes at Illinois State.

The sequel project involved the triplicate Xeroxing and binding of verbatim typed transcripts of ten tapes. This project has been completed so that there are now thirty bound volumes of typed transcripts shelved in the ISU Media Services, indexed and available for student and staff use in conjunction with the extremist tape collection.

If these typed transcripts prove useful for instructional purposes, it may be possible in the future to obtain further typed transcripts for replication, binding, and instructional use.

The Development of Individualized Credit and Non-Credit Art History Courses for University Students and Interested Community Citizens

Fred V. Mills
Department of Art

The purpose of this project was to develop a pilot course in art appreciation that would attract interested non-art students to the campus and provide an opportunity to enroll in the course at a time convenient to them. The course will begin in the fall. It will be an individualized or small group instructional program utilizing a series of slide-sound programs and supplementary readings concerned with art appreciation and why man creates. The course has been designed to be self-pacing for each individual or group.

Updating the Solicitation Material for the International Collection of Child Art

Barry E. Moore, Department of Art
Other Faculty Participants: Richard A. Salome, Department of Art

The purpose of this project was to produce and distribute a multilingual information packet about the current status of the International Collection of Child Art. This printed packet is intended not only to increase our holdings, but increase the professional use of the collection. The information was rewritten and edited for accuracy, then a "Letter of Invitation" was translated into 14 languages. These languages were determined by the faculty in the Department of Foreign Languages to be the languages needed to contact most of the world's population.

The packet consists of an eight-page brochure, a six-piece "Folio of Child Art" and the 14 translations printed on University Museum letterhead. This new information was presented at the National Art Education Association Conference in Miami, April, 1975, and at the UNESCO-International Society for Education Through Art Conference in Paris, July, 1975.

Mail distribution and the conference presentation of this information has generated professional use of the collection by scholars from throughout the world.

Further Development of a Self-Paced Instructional Option in Philosophy of Education Through Computer Assisted Instruction

Thomas Nelson, Department of Curriculum and Instruction
Other Faculty Participants: Dent Rhodes, Department of Curriculum and Instruction

This project was intended to promote more effective use of student and instructor time through computer assisted instruction. The specific objectives were: (1) to further individualize instruction for students, and (2) release instructors for other teaching duties within the course.

Ninety "practice questions" and 450 separate answers and rationales related to the mastery and application of basic philosophical skills in teaching were developed and entered into the Mid-Illinois Computer Cooperative (M.I.C.C.) computer system. Seventy-four self-selected students in a self-paced instructional option used the program during the spring semester, 1975.

Projected outcomes for students were realized: students who chose the self-paced option were able to proceed at their own rate without the need to attend regularly scheduled "practice" sessions. Performance on mastery tests did not differ significantly from that recorded for students in previous semesters. Student response to the use of computer assisted instruction was almost entirely positive or neutral.

While the instructors had more time available, this was needed to monitor the program and insure that it was operating correctly. By the end of the semester all major problems had been corrected and increased time for continued development of other instructional alternatives is anticipated. Use of this form of computer assisted instruction with other options in the course is also planned.

Developing a Cassette Media Bank for Fantasy Literature

Janice Neuleib
Department of English

The monies in this project were used to acquire audio-cassette recordings of fantasy literature. Some of the recordings were used in class to expand on the students' knowledge of various fantasy writers. Other tapes were checked out by students who then used them for papers or to expand their own knowledge of different authors. One of the things mentioned by students in their comments on the class at the end of the semester was that the use of the tapes both extended their knowledge and expanded their interest in the class.

Self Instructional Materials for Stock Market Services in Milner Library

George E. Palmer, Milner Library
Other Faculty Participants: Wilma Jean Alexander, Department of Business Education

This project was designed to provide students in Business and Its Environment with a slide-tape presentation covering the stock market services in Milner Library. The resources that are needed for various assignments are not always self-explanatory. By combining the significant sections of three of the major services, the students are provided a means of completing their assignments and gaining some familiarity with additional sections of the service. The sections to be covered in the presentation were determined by surveying the commercially prepared material, consulting with the faculty teaching the course and by actual use in Milner Library.

The self-instructional materials can be used in the classroom or on an individual basis. Because of the nature of the stock market services, the materials could be used by any group or individual who would like to gain exposure to this type of information.

Individualized Instruction Units for "Decision Making for Consumers"

Teresa M. Palmer
Department of Business Education

The purpose of this project was to prepare individualized instruction units in credit, saving, and investment for the course: Decision Making for Consumers. Slide-tape presentations were produced for each unit and made available through the learning lab. Packets of printed material, including instructions, outline, text, problems and bibliographies were distributed directly to the students.

In one of the two sections of the course, the individualized instructional materials were used; the other was taught by the traditional method. There were no significant differences in test results. An evaluation form was also administered. The majority of the students reported they were satisfied with the self-paced instruction, although a few expressed misgivings about setting their own schedules. The instruction units enabled the instructor to spend more time working individually with students who needed or wanted such assistance.

Design and Administration of Simulations for Classroom Use in Teaching U.S. History

Jo Ann Rayfield
Department of History

The purpose of this project was to prepare three simulations to supplement the lectures in History 136: History of the United States Since 1865. Two simulations were about presidential elections and one simulated a constitutional convention. Each simulation required coordinated readings and the development of individual identities for each student.

The course was taught with two large-group lectures and one hour of subgroup discussions each week. Each subgroup studied and discussed historical issues from the perspective of a specific group, for example, the working class. Within the framework of the subgroup discussions, each student developed a role regarding the issues treated in the simulation. The actual simulation involved total class participation in debate on a variety of constitutional issues. Each simulation was staged at the end of a teaching unit and drew together basic themes of that unit. Although the election simulations dealt with historical reality, they were structured so that the outcome would not be predictable.

Comparison of scores on pre-tests and post-tests administered to this class and to another class in which a different instructor delivered three lectures each week was flattering but not conclusive.

Protocol Materials on Strategies for Teaching Mathematics

Kenneth A. Retzer
Department of Mathematics

The major purpose of this project was to produce two protocols on strategies for teaching mathematics. A secondary purpose was to experiment with different media to find an effective, less expensive alternative to 16 mm. color movies, used in contemporary protocol development.

Protocol materials exemplify segments of classroom interaction and develop observational skills. By contrast, training materials develop concomitant teaching skills. The two protocols produced were slide-sound overviews of classification systems of moves for teaching mathematical generalizations and skills, respectively. Because of the nature of the classification systems, these protocols can be used either as protocol materials or training materials.

Original plans called for one sound-slide protocol and one protocol in an 8 mm. color movie format. Incorrect lighting exposure and inadequate sound recording necessitated a last minute change of the 8 mm. movie to a slide-sound format. Scripts of videotaped prototypes were modified and reviewed to assure fidelity to the classification system. Two experienced off-campus protocol project directors provided production suggestions. Two educators knowledgeable in protocol production or educational media were secured as outside evaluators. With the exception of a local consultant and two students, the productions were made with the volunteer assistance of faculty, students, and media services personnel at LSU.

The outside evaluators supported the significance of the protocols and continued production coupled with a contingency of higher quality technical assistance. The generalizations protocol was judged to be of national disseminable quality while the skills protocol needed refinements, which are underway. The protocols are being copied for evaluation by experienced protocol producers and field testing by six other colleges and universities.

The project director will discuss these protocols with inservice teachers at a state meeting in November, 1975, and with educational researchers at the national meeting of teachers of mathematics in Detroit in March, 1976. These protocols will be used in delivery systems pilot studies with preservice and inservice secondary mathematics teachers and in a teaching strategies Doctor of Arts module. The director expects to produce all of the protocols needed in a delivery system on strategies for teaching mathematics with a combination of internal and external funding and anticipates that research on the effectiveness of the delivery system will be conducted in cooperation with the University of Georgia Center for Research on Teaching and Learning Mathematics.

Videotaping Livestock Production Skills

Joe A. Sagebiel, Department of Agriculture
Other Faculty Participants: James T. Thompson, Department of Agriculture
Raymond Wiman, Department of Information Sciences

In the course, Livestock Production Skills, students are required to perform certain operations designed to affect the characteristics of the animals, for example,

castration and dehorning. To safeguard the health and well-being of the animals, a set of videotape cassettes were produced which could be studied and reviewed by the students thus ensuring a complete understanding of the procedures involved before each operation.

The operations were recorded initially on super 8 mm. film prior to duplication on videotape. A twelve-minute color film and an audio cassette tape on the dehorning process have been completed. A second film recording the castration of cattle is in production. Other livestock skills have also been filmed.

The project is not complete; however, at least two films will be ready for use in the fall semester of 1975. It is expected the films will be used in a variety of animal production courses at Illinois State as well as other universities and community colleges.

An Audiovisual Perspective of the Development of Art Education in the United States

Richard A. Salome
Department of Art

Slides and textual content describing the development of art education in the United States were generated from periodicals and texts available through the ISU libraries as well as materials held by faculty and students. Well over 600 slides were developed to provide a visual resume of art education from approximately 1845 to date. The slides have been assembled in chronological order and audiotapes are presently being produced to provide sound-slide packages. The completed audiovisual programs and written texts will be available through the Art Department Learning Materials Center by the end of the fall semester, 1975, and may be used in a variety of undergraduate and graduate art courses on both group and individual instruction bases.

Videotape Recording to Improve Cr..ques of Art Instruction

Richard A. Salome
Department of Art

Classroom instruction was videotaped to determine if the extent and accuracy of evaluative critiques by both student teachers and supervising faculty could be improved. In previous years, classes were observed, evaluated, and verbal critiques were provided by the faculty. Student and faculty agreement concerning effectiveness of student-taught lessons was frequently difficult to attain. By contrast, the videotapes enabled students to view and review their teaching performances and brought student and instructor into closer agreement than did former written evaluations. Further, many students improved their teaching skills from one lesson to the next after viewing videotapes. Six tapes were retained which show both successful and unsuccessful art lessons at various grade levels. These tapes may be used in future instruction of methods classes and seminars with supervising teachers.

The Development of Video Tapes for Use in Various Art Methods Courses

Robert Stefl, Department of Art
Other Faculty Participants Phil James, Bruce Horne, Frances E. Anderson Department of Art

This project involved the development of eight categories of video tapes for use in art methods and art service courses in which the methodology of teaching art is an integral part of the courses. Video tapes were also developed for use in the Professional Sequence--a self-instructional approach for students in secondary teacher education programs. One to four tapes, each programmed for approximately 15 minutes, were developed in each area: (1) motivation in art, (2) examining individual differences in art, (3) examining how the same art materials can be used at different age levels, (4) the "centers" approach to developing interest in art, (5) introducing the same art

concepts to different age levels, (6) the use of the "contract" approach in art classes, (7) the examination of the effect of the same motivation given to two classes of the same age level, and (8) tapes dealing with special education students. The tapes for the Professional Sequence cover the concepts of set induction in art, use of examples in art, questioning, stimulus variation, and cueing.

A Cinematographic Approach to Error Identification in Swimming: An Aid for Novice Teachers

Edna R. Vanderbeck
Department of Health, Physical Education, and Recreation

Novice teachers of swimming usually are poorly prepared in the area of error-diagnosis. thus, their students may be deprived of one of the essential components of effective instruction. Two factors contribute to this omission in teacher preparation: almost total emphasis on correct techniques in the development of the pre-teacher's own skills; and, time limitations which prevent inclusion of some techniques and methods. The materials developed in this project were designed to supplement the preparation of teachers of swimming by providing information and practice in the skills of perceiving and discriminating among error-patterns in two basic strokes: the front crawl and the sidestroke.

Sixteen millimeter color films were made of three swimmers who exhibited one or more of these errors. Three swimmers whose strokes were noted for the absence or minimal presence of these errors were also filmed. The subjects were photographed swimming past, toward or away from the camera from the deck level or underwater to illustrate specific error patterns.

For each stroke the film was edited to demonstrate a logical system for examining a stroke; a model stroke to review good form in swimming, errors commonly found in the stroke; grouped when appropriate, to illustrate relationships among errors; and, model-stroke segments interspersed among errors for review and contrast. Titles were added to the film for clarity and to highlight particular concepts. Each film is approximately twenty minutes long.

A manual was also developed for each film containing an introductory statement of purpose; a description of each segment of the film, and, an amplification of each error, its implication(s) within the total stroke and the relationship(s) of errors to each other.

The films and manuals will be used in courses for the preparation of teachers of swimming. Contingent on the effectiveness of the materials, it is proposed that this project be continued and expanded by adding sound to the present films; and, developing additional films with sound for the three remaining basic strokes, elementary backstroke, breaststroke, and back crawl.

Pneumatic Moving Part Logic Instructional Unit

Emory Wiseman
Department of Home Economics-Industrial Technology

The major purpose of this project was to develop a unit of instruction in pneumatic moving part logic that would illustrate the more abstract electronic or fluidic logic functions. A second purpose was to provide an opportunity for Illinois State students to become familiar with hardware that has not been available at the University. The attainment of the two objectives substantially improved instruction in the fluid power program.

The hardware was assembled on an individual component "breadboard" type construction which allowed selective use appropriate to a particular pneumatic logic circuit problem. Circuit diagrams, cross-sectional views, and other instructional materials used in the factory training program were given to Illinois State by the component manufacturer.

The instructional unit was used in the 1975 spring semester as part of the laboratory experiences in the course, Fluid Power Mechanics. The unit was also

demonstrated to more than 100 students enrolled in Energy and Power. Comments from the students who actually used the unit reflected a high degree of enthusiasm for the experience. Various methods of using the unit most effectively will be explored.

Joining the Shakespeare Film Co-op

William C. Woodson
Department of English

This grant of Instructional Development Program monies was used for a membership fee to the Big 10 Committee on Institutional Cooperation Shakespeare Film Cooperative. For the next five years Illinois State University will be able to show at least four Shakespeare films a semester at no additional cost. The films will be used in an introductory Shakespeare course, in advanced courses, and will be announced to the University community to foster interest in and appreciation for the plays of Shakespeare.

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Developing Social Awareness Modules

Paul J. Baker
Department of Sociology-Anthropology

The largest group of students who register for sociology courses at ISU take Introduction to Sociology (Sociology 106). This course is frequently taken as part of the University Studies (general education) program in which the primary goal is preparation for adult citizenship roles. Students enter the introductory course with numerous common-sense ideas that are at odds with the perspectives of academic sociology. This conflict poses a central problem for undergraduate education which is the challenge of reconciling the instructor's specialized training with the student's general educational needs. This problem is obscured frequently by the dominance of the specialized disciplinary knowledge as the only knowledge worth testing or measuring.

New teaching/learning modules are being developed which examine social issues comparatively from 3 distinctive perspectives--common sense, journalism, and sociology. These modules focus on 5 social issues in modern society--crime and delinquency, social inequality, race relations, changing sex roles, and urban affairs. The social awareness modules include such resources as questionnaires and interview schedules to explore common sense ideas, a variety of materials from journalism (e.g., editorials, letters to the editor, cartoons, feature articles, public opinion data) and professional articles by academic sociologists. The core reading materials have been selected and edited for publication by Xerox Individualized Publishing. They will be available for Sociology 106 in the fall semester. Professor Carol May of Illinois Central College will also be using the social awareness modules this fall.

Through use of social awareness modules, students will acquire a better analytical understanding of the issue-oriented content of sociology than they would through use of conventional methods of teaching. Students will acquire an understanding of the differences between the common sense, journalistic, and sociological perspectives. They will also be better able to evaluate journalistic materials on social issues--materials with which they will continue to deal in their everyday lives in the future. With newly acquired critical insights for assessing common sense views and journalism, students may have a better ability in later life to accept social change and be more intellingently informed on questions of social policy.

Remedial Language Training

K. Gerald Balls
Department of English

The purpose of the project was five-fold: to investigate composition and remedial English programs at other universities, to develop a rationale for a remedial English course at Illinois State University, to determine some bases by which student enrollment might be encouraged, to explore the possibilities of using Computer Assisted Instruction (CAI) and the Language Laboratory in the program, and to develop a syllabus for the course.

Two-thirds of the universities responding to the questionnaires sent out indicated they have remedial programs. Furthermore, the majority of the universities require at least six hours of credit in composition, allowing more time for remedial work in regular composition classes without markedly lowering the quality.

Students with low English ACT scores and poor high school backgrounds should be encouraged to take a remedial English course before enrolling in Language and Composition 101. More than fifty per cent who had English ACT scores of 14 or below received a grade of D or below in 101 this past year; only ten per cent received a C or better.

Although there are programs available for Computer Assisted Instruction in remedial English, it may be inadvisable to develop a course which is largely dependent on the computer terminals until some actual experimentation has been done with it on

the ISU campus. However, there are some excellent opportunities to utilize audio equipment in both the Language Laboratory and Media Services.

The syllabus which was developed is based on the study of the remedial English syllabi from other universities as well as on the review of research and studies completed in the past ten years. The syllabus contains a list of suggested texts and a bibliography of works that give insight to remediation programs in English.

Humanities III & IV, "British Civilization"—Improving a Multi-Media Interdisciplinary Approach

Ralph A. Bellas, Department of English
Other Faculty Participants: John W. Kirk, Department of Theatre

The project had three main purposes: revise some of the teaching materials already used, develop additional study guides, visual aids, and audiotapes; and reconsider the literature component and relate it to history and theatre in ways supportive of the overall objectives. All three purposes were intended to achieve a stronger synthesis of subject matter and thereby greater unity in the course.

In addition to revising teaching materials previously used, about 150 new slides were added to the collection. Several new transparencies and a number of study aids were also prepared as well as statements on the nature of literature as a component of the course and on the "time" value of a work of literature. Finally, but significantly, after reassessing the objectives and structure of the course, an approach that would result in greater unity was developed with the cooperation of one of the other instructors. It was decided to make the central concern a search for conflicts between the individual and certain orders (natural and imposed) that existed at focal points in British history. Concentration will be on those conflicts that seem most important in any period. After studying the conflicts in several historical periods, the students will identify patterns of motive and action that are distinctively British. They will come to recognize that these patterns establish the national identity of Great Britain.

Individualized Instructional Packages in the Education of the Child with Behavioral Disorders

James W. Bommarito
Department of Special Education

A mastery concept approach to learning may serve as a partial solution to the documented need for skills in the behavioral management of troubled youth. Individualized instructional packages are especially appropriate to mastery learning and consonant with the emphasis of the Department of Special Education in the treatment and education of exceptional children requiring behavioral management. Thus, the overall purpose of this project was to develop individualized instructional packages for the education of children with behavior disorders that would combine mastery learning and behavior management. The emphasis was on the development of the following: (1) study guides, (2) behavioral objectives, (3) topic development, (4) enrichment and application exercises, and (5) multiple mastery tests. Nine units were completed in various facets of behavioral management. Tests of effectiveness will begin during the fall term of 1975.

Development of a New Course: "Interpretive Problems in Teaching History"

Roger J. Champagne
Department of History

The purpose of this Instructional Development Project was to provide an opportunity to plan, develop, and organize a new graduate course in the History Department's Doctor of Arts program. The course is entitled Interpretive Problems in Teaching History.

A variety of scholarly and instructional materials were consulted in Milner Library and the department's Instructional Material Center. Reactions of faculty colleagues and students were also obtained during the planning stages of this new course. The specific outcome of the work has been the development of course objectives, outline, and bibliographies appropriate to the purposes of the Doctor of Arts program.

The Integration of Computer Integrated Instructional Approaches in the Teaching of Economics

John Chizmar
Department of Economics

This project was designed to integrate work completed under two previous IDP grants--both of which were concerned with Computer Assisted Instruction in Economics. That is, the project was designed to accomplish the integration of the Treyz dynamic-interactive approach to the teaching of the macro-principles of economics with the Notre Dame "natural sciences" model. The Treyz dynamic-interactive models set the student up as a policymaker and required him to implement fiscal and monetary policy so as to maximize a number of different societal welfare functions. These models were obtained, rewritten, and implemented as an aid in teaching the Honors section of the Principles of Economics in fall, 1974. The Notre Dame "natural science" model employs the computer terminal as a "lab" and requires students to replicate studies in three human resource areas. The Notre Dame programs were obtained, rewritten, and implemented as an aid in teaching Introduction to Economic Science in spring, 1975.

The integration will permit students to undertake macroeconomic replications in the first semester of the two-course sequence. Macroeconomic replications are currently not undertaken in the first semester of the University of Notre Dame, although replication is the ultimate objective of the course. Additionally, integration will permit students to work with a truly realistic dynamic model of the economy. Integrated CAI will be implemented as a course in fall, 1975.

Develop a University Studies Course "American Agricultural Heritage"

Wilbur Chrudimsky
Department of Agriculture

A graduate-level course, History of American Agriculture, is currently offered at Illinois State by the Department of History; however, it is not available to undergraduate students unless special permission is given. It was the objective of this project to develop a parallel undergraduate course appropriate to majors in agriculture or any student interested in the historical development of agriculture in the United States. This course, entitled "American Agricultural Heritage," will be coordinated with the Hudelson Agricultural Museum on the ISU campus, thus capitalizing on the educational advantages of a museum environment.

The major portion of the project time was devoted to library research. The course content was developed, ideas for coordinating the content with museum materials were formulated, and visual aids were selected and developed. Additional work is still needed before it can be offered on campus beginning with the spring semester, 1976.

Televised Demonstrations for Chemistry

Gary J Clark
Department of Chemistry

This project studied the feasibility of using videotapes for lecture-demonstrations in chemistry classes as a supplement to existing laboratory work or for courses which do not have an accompanying laboratory. The pilot demonstrations which have been completed develop the experimental relationships of atomic structure and spectroscopy to chemical phenomena and will be tested this fall in quiz sections of General Chemistry I.

The experience gained in producing the tapes provided a technical introduction to the features and limitations of small TV systems in a laboratory environment and sug-

gested circumstances for which studio productions or color would improve the quality of the videotape demonstrations. Other possible uses for television in the chemistry program have been identified and are being studied.

Proseminar and Inter-Externship for Mathematics D.A. Students

Lawrence C. Eggan
Department of Mathematics

The purpose of this project was to design a seminar experience which would involve the student actively in learning about the professional journals which contain important and valuable articles for the two and four-year college teacher. Doctor of Arts students in Mathematics must become familiar with the journals which contain reviews of books, including pure and applied mathematics, recreational mathematics, and mathematics as applied to other disciplines; those which contain expository articles about new developments in the field; those which contain articles and reports of research on teaching mathematics (especially at the college level); and those which contain problems and low level research articles which are accessible to college teachers and their students.

More than 200 journals were examined carefully to determine the possible value to college teachers. A card catalog describing the goal, general intent and contents of each was made and a composite list is being completed for distribution. For each article, many hours were spent tracing how the results were generated and checking the difficulty and prerequisite knowledge needed to understand the proofs of results. It is desirable that the D.A. students preparing for the presentations to be given in the proseminar be required to search a variety of journals and storage formats, e.g., microfilm, microfiche, and bound volumes.

Some time was also spent delineating and preparing suggestions on what forms the intern-externship experience might take, and some data on what other programs are expecting from their candidates. This information will be given to the department graduate curriculum committee.

As a result of this project, students in the D.A. program in Mathematics will be required to become familiar with journals which are important to their continued growth as teachers and learners of mathematics. Moreover, it is hoped that they will be so convinced of the value of reading and discussing the comments, problems, results and proofs embodied in these journals that they and their colleagues will be encouraged to use these important materials more.

Preparation of Paralegal Courses

Thomas Eimermann
Department of Political Science

The Legal Studies minor recently approved for ISU involves a number of new course offerings. Due to the innovative nature of these courses which are not part of traditional college curriculums, nor are they the equivalent of law school courses, extra resources were needed to develop them. This project involved review and evaluation of appropriate course topics and resource materials for Introduction to Paralegalism, Investigative Techniques, and Civil Trial and Appellate Practice. In addition, it involved discussion with local attorneys about the specific paralegal skills they would find most marketable. This information was useful for evaluating not only the topics to be included in new courses but the order in which these new courses should be introduced.

Energy Consumption: A Plan for Restructuring an Introductory Energy and Power Course

Charles E. Francis, Department of Home Economics-Industrial Technology
Other Faculty Participants: Charles W. Pendleton, Department of Home Economics-Industrial Technology

Energy and Power, a course offered in the Department of Home Economics-Industrial

Technology, was reorganized to provide experiences appropriate to the educational needs and interests of majors and non-majors. In the revised course, the concepts and principles of energy production, conversion, transmission, application and conservation are presented in the context of present and future energy and power requirements.

After surveying students, faculty and recent graduates, a priority listing of performance-based objectives was compiled. These objectives provided a base for the selection of course content and laboratory exercises. In the restructured course, emphasis has been given to related laboratory exercises in all units of the study with additional emphasis in those areas of greatest importance as identified by the survey findings.

"Social and Political Protest in Modern German Literature"

Bodo Fritzen
Department of Foreign Languages

The purpose of this project was the development of a new undergraduate course Social and Political Protest in Modern German Literature (German 189). This course, taught in English, will acquaint any student with a variety of German authors whose works reflect a critical view of the social, political, and cultural conditions and events of Modern Germany (1900-1970). The planning of the course included the development of thematic approaches to each work, the preparation of discussion topics, the selection of class assignments and outside reading material as well as the identification of outside speakers from other disciplines. Slides, tapes, and lectures were prepared to provide a better understanding of the intent, value, and impact of the literary works illustrating the unique character and problems of the German people.

Humanism: Beyond Sex Roles

Joseph Grabill, Department of History
Other Faculty Participants: Diane McGrath, Department of Psychology, and A. Kay Clifton, Department of Sociology-Anthropology

The goal of this project was to uncover from within feminine and masculine cultures a third choice that is beyond traditional sex roles, namely, a "people" culture. The participants gathered readings, films, and slides for classroom presentation, exchanged ideas on making the learning situations more androgynous, and implemented some of these ideas in spring and summer classes.

Another major aspect of the project was the examination of a variety of important issues, for example, differing explanatory models of behavior; constructive and destructive aspects of feminine and masculine sex-role socialization; the question of whether a people culture can be practically developed in today's world; and, the importance of analyzing women's culture before proceeding to the analysis of androgyny. A number of ideas were taken to conferences, public talks, and classrooms, where they were well received. Project members also contacted the Illinois Humanities Council, who indicated interest in bringing these ideas into the community through seminars and closed circuit television.

Three major outcomes may be stated: (1) The ideas and teaching materials developed were exciting and useful. (2) One cannot work on such a project without confronting one's own sex-role socialization constantly. (3) The analysis of people culture depends in part on an analysis of women's culture, which has not been satisfactorily done. This project was only the beginning of a long process of analysis and self-confrontation.

The Development of a Programmed Course for the Maintenance of Audiovisual Equipment

Dean Hustuft, Department of Information Sciences
Other Faculty Participants: Ray Wiman Department of Information Sciences

The purpose of this project was the completion of the first phase of a programmed course concerned with the maintenance of audiovisual devices and auxiliary instruments,

e.g., slide projectors, phonographs, overhead and opaque projectors.

The initial project activities focused on the determination of instructional objectives for the course and the articulation of specific competencies which would satisfy each objective. Twenty terminal objectives and sixty test items or situations were developed for these sequences. Working backward from these objectives, sub-objectives were determined using a task analysis technique. Each sub-objective served as a benchmark in the planning and preparation of these units of instruction.

A selection of audiovisual equipment was collected from several sources throughout central Illinois at no cost to the University. This equipment was beyond the point of reliable service and had been donated in support of the project. Currently, a total of 14 items have been assembled and reconditioned.

Nine prototype programmed instructional sequences have been developed. Each sequence consists of printed programmed booklets. The programs range in length from 60 to 135 frames. One sequence has been produced in the form of a one-hour videotape, and one other sequence has been produced as a sound filmstrip.

Nine other instructional sequences remain to be completed. Five programs will be prepared in print form while the remaining four will be tape/slide treatments. The completed sequence of instruction will require approximately 72 clock-hours of time for the student to complete and should generate two semester hours of academic credit. The course will be field-tested during the spring semester, 1976.

Three Documentaries on Mass Media Newsflow

William Jesse, Department of Information Sciences
Other Faculty Participants: Michael Shelly Department of Information Sciences

All students in the mass communication sequence are required to take Introduction to Mass Communications. The course is also a University Studies or general education elective and three or four sections are offered each semester. Three 30-minute videotape documentaries were created for these classes to show how information is processed by three representative local media: the Bloomington-Normal Daily Pantagraph for newspapers, WAKC of Normal for radio, and WRAU of Creve Coeur for television. The documentaries include interviews with reporters and managers of the three media and stress the importance of professional ability and social responsibility. These videotape documentaries will be available for classroom use in the fall semester, 1975. Each tape describes how a representative reporter does his or her job with one day's news assignments. The similarities of reporters' duties in all media are stressed.

Concepts of Physics Basic to Kinesiology Series

Margaret L. Jones, Department of Health, Physical Education, and Recreation
Other Faculty Participants: Philip Edwards, Department of Physics

The purpose of the project was to prepare learning experience packages covering basic physics concepts to help students gain the necessary background for their major course: Kinesiology. The most pertinent physics concepts were identified and arranged in logical order. A series of Study Guides and corresponding Student Response Sheets were written.

In the Study Guides, in addition to content explaining the concepts, students were directed to perform certain tasks, e.g., to work problems, analyze motion picture film records of sports activities, and show application of the concepts. Students could work through the series at their own pace and repeat any of them as often as they liked. Short quizzes were included, as well as illustrations of application of the concepts to selected skills. The learning packages have been successfully used by three Kinesiology classes and more sections will use them in 1975-76.

The Development of Alternative Delivery Systems for the Professional Sequence

Larry D Kennedy
Department of Curriculum and Instruction

This project was concerned with an investigation of alternative instructional procedures for the existing Professional Sequence. Specifically, project time was devoted to efforts to identify and resolve concerns arising from attempts to establish mini-courses and a conventional classroom instructional format in addition to the existing self-instructional program of the Professional Sequence.

Project time was devoted to an exploration of the possible structure of the proposed alternatives, to an examination of problems related to matching competencies designed for one delivery system to other types of delivery systems, to efforts to identify and resolve logistical problems, and to efforts to identify and resolve staffing problems.

It is recommended that: (1) Mini-courses continue to be offered as a part of the existing self-instructional Professional Sequence program and that efforts to establish a separate mini-course structure should be abandoned. While the development of a separate mini-course structure appears initially to be desirable, logistical problems in terms of scheduling classroom space and in moving students frequently from one classroom to another are immense. Further, staffing considerations appear to legislate against such a structure. (2) The development of a conventional classroom delivery system for the eight-hour program of professional education should be implemented in the immediate future. Further, this classroom program should have the option of being non-competency-based with course content and activities to be developed at the discretion of the instructor. (3) Faculty be permitted the freedom and flexibility to develop alternative programs within their own classroom structure.

Information Sciences Internship Program: Perspectives, Procedures, and Prospects

Catherine Konsky
Department of Information Sciences

This project was addressed to the problem of developing formal procedures for participation in the Information Sciences Internship Program. Specification of formal procedures was needed (1) to clarify the function and scope of the internship program within the Department of Information Sciences; (2) to specify clearly the procedures to be followed by students interested in participating in the program; (3) to outline departmental policies on requirements for participation in the internship program, placement of student interns, evaluation of the internship experience, and credit hours earned; and (4) to answer in a clear and consistent manner the questions of students, cooperating agencies, and faculty members about student internships in the Department of Information Sciences.

The primary outcome is a statement of the formal procedures for participation in the Information Sciences Internship Program. This statement of procedures assumes the following objectives:

1. To integrate theory, research, and classroom discussion with practical professional experience outside the classroom
2. To provide practical professional experience for students before graduation from ISU
3. To broaden the scope of the academic experiences available in the Information Sciences curriculum
4. To improve ISU and community relations through mutual support and cooperation in the internship program.

A secondary outcome is increased contact with potential interns and cooperating agencies.

Development of Videotapes on Reliability Theory and Practice

Elmer Lemke
Department of Psychology

The purpose of the project was to develop an instructional package to assist

students requiring remediation or review of the content of psychological measurement. Videotapes were developed to summarize the information about reliability, standard error of measurement, and factors influencing reliability estimation.

A script and necessary sketches were developed. Media Services developed slides of the sketches and produced the three videotapes. All materials developed are on file in Room 23, DeGarmo Hall, and will be available for use in the fall term, 1975, for students requiring remediation or review. Library logs are being monitored to determine student use of the products.

Case Problems for Professional Business Education Courses

Thomas B. Martin
Department of Business Education

The principal purpose of the project was to develop "case problems" for use as instructional aids in professional business education courses offered by the University. These problems were designed to stimulate discussions by students enrolled in undergraduate or graduate level business education courses and seminars. Seventeen "case problems," questions for discussion, and lists of selected references in professional publications were prepared.

Topics were selected on the basis of interest and concern of business educators as revealed by a review of the literature. Appropriate references were identified by an examination of books, yearbooks, and journals devoted to various aspects of business education.

A manuscript describing this approach to teaching professional business education courses has been accepted for publication by the Journal of Business Education. Preliminary steps also have been taken to determine if a compilation of the seventeen "case problems" is suitable for distribution to colleges and universities throughout the United States.

Developing and Broadening the Instructional and Learning Capabilities of the International Collection of Child Art

Barry E. Moore, Department of Art
Other Faculty Participants: Richard A. Salome Department of Art

Two sound-slide packages were prepared to illustrate similarities and differences in children's graphic representations of space and figure concepts. Approximately 6,000 pieces of art work from all countries represented in the International Collection of Child Art were examined. One-thousand were photographed and mounted as slides, and two sets of 60 slides each with accompanying scripts were produced. The work of children 3-1/2 to 17 years of age from more than 20 different countries are included. Audiotapes to accompany each package are in progress. A third set of slides representing interpretations of similar themes by children from different countries is also in progress.

The slide sets may be used with or without script and/or tape, and will be available through the Department of Art Learning Materials Center or Ewing Museum.

Feasibility Study for Computer Usage in Mathematics Service Courses

Albert D. Otto, Department of Mathematics
Other Faculty Participants: Larry E. Spence Department of Mathematics

The goal of this project was the location and assessment of computer related materials which would be suitable for use in Intermediate Algebra and the mathematics courses for Business and Social Science majors. These materials should allow for extensive interaction of the student with the computer to satisfy the need for positive reinforcement.

The literature was searched for appropriate work, and the directors of projects at other institutions were contacted. Most of the available materials were designed to meet specific local needs and to suit the particular computer system which was available. Of special interest were the mathematics programs developed by the PLATO

project for community college use. These materials have been very well prepared and provide extensive interaction. However, at the present time, it is unclear whether these materials are usable because of cost and incompatibility of computer equipment.

To learn more about the problems of adapting existing computer related materials to available equipment, discussions were held with members of the computer operations staff at ISU and the director of the Mid-Illinois Computer Cooperative (MICC). These discussions have made it clear that there are serious problems involved in reconciling the differences between computer languages and equipment, but work is presently underway which may alleviate some of these difficulties.

One general conclusion is apparent--a continuing and growing commitment from the University will be required if Computer Assisted Instruction is to be used extensively at Illinois State. In particular, the examination and evaluation of existing computer-related mathematics materials should continue. If other existing materials should prove unsatisfactory, then the possibility of adapting PLATO materials to the MICC system should be considered.

Development of New Syllabus and Instructional Resources for "Introduction to Theatre"

Calvin L. Pritner
Department of Theatre

The main objectives of the project were to reorganize the Introduction to Theatre course (Theatre 130), to prepare a new syllabus, and to develop appropriate instructional materials and strategies.

The major tasks were accomplished. Prior to developing the syllabus, it was necessary to select a different textbook and anthology of plays and consult with the director of the Humanities Education Theatre Company (HETC) about the most appropriate strategies for using the Company in the course. Two university campuses that have successful courses of a similar nature and also have performing companies available to them (Pennsylvania State and Louisiana State University, New Orleans) had been visited earlier.

The first step in preparing the syllabus and course reorganization was to identify the specific objectives to be pursued in the course; the second was to identify the student behaviors that are to be developed. Then, the syllabus was organized. The major changes in the course that have resulted are: (1) substantial increase in the use of the HETC for demonstration purposes; (2) increased use of educational films and films of plays; (3) increased involvement by the students in attendance at Process Theatre productions; and (4) diminished emphasis on theatre history, accompanied by an increased emphasis on understanding the nature of theatre and the theatre experience.

In addition to creating the new syllabus, considerable time was spent in identifying and ordering educational films that are appropriate to the course. Through the cooperation of the Office of Media Services, slides were prepared for several lectures, especially for a period devoted to the Physical Theatre. This will be a one-hour slide-lecture presentation. Several other lectures have been outlined. An effort will be made to have outlines of all lectures presented to the students as they enter the classroom on the day of the lecture, thus facilitating note taking and study.

Evaluation and Revision of the Children's Literature Component in the Elementary Education Program

Taimi M. Ranta
Department of English

From its inception, Core II, Communication Skills in the elementary education program, has had a two-credit children's literature component. The purpose of this project was to conduct a thorough evaluation of the organization, content, and methodologies of the component; to make, if deemed necessary, appropriate immediate changes; and to identify possible areas requiring further faculty-student discussion, study, and evaluation. The evaluation included the opinions of each of the instructors of the component during 1974-75 and from 133 of the students involved in Core II during

the spring semester of 1975. The data was collected by questionnaires and discussions.

The students judged the component to be very well organized and generally well taught. Its content was accepted almost unanimously as very important for the prospective teacher. The component generally was considered a lot of work and worth more than two credits. Suggestions were made for certain shifts in emphases, time allotments, and evaluation procedures. Some changes will be incorporated into the component in the fall of 1975, others will require further consideration with possible implementation in the spring of 1976.

The five comprehensive bibliographies for outside reading on American Blacks, American Indians, Chicanos, Puerto Ricans on the Mainland, and Jewish-Americans were updated. A new bibliography on Oriental-Americans was compiled and several other suggested ones are in the process of being composed. Since the circulation of the books on the lists has been high and the demand for the articles on reserve heavy, the availability of outside reading materials in the Teaching Materials Center and the North Reserve Room of Milner Library will be increased to the extent that money allocations permit.

The Collection and Coordination of Readings and Audio-Visual Materials for Humanities 100

Herbert Sanders, Department of Music
Other Faculty Participants: Roy Austensen, Department of History; Douglas Hartley, Department of Art

The Humanities IDP project for the summer of 1975 was designed to provide additional audio-visual materials for instructional purposes and to enable the staff to take initial steps toward creating an entirely new, completely coordinated set of readings for the course. These two goals are part of a larger program of development for a course which has received much favorable comment from students as well from independent professional evaluators both within and outside of the university. During the two weeks of formal work under the project, the faculty members met frequently to discuss problems in the course and to identify areas for which additional instructional materials were needed. Working independently, each participant did the research necessary for the production of the new audio-visual and reading materials. The outcome of the project was a new three-week unit of study entitled, "The Middle Ages: Frontier of Western Civilization," complete with all of the materials necessary for presentation in the Humanities class during the fall semester of 1975.

Preparation of Multiple Learning Activities, Instructional Packages and Audio-Visual Materials for Special Education and Speech Pathology/Audiology

Students in PAS 351
Ronald L. Schow
Department of Speech Pathology/Audiology

The need for students in Speech Reading and Auditory Training (PAS 350) to have firsthand exposure to tests and materials used in aural rehabilitation was the focus of this project. Five sections of this course are taught annually and students from both Speech Pathology and Audiology, and Special Education are required to take this class. Materials suited to students in each discipline are needed since the use of aural rehabilitation priciples in the two areas is slightly different.

Audio and video materials suitable for use in learning resource laboratory settings were produced. Materials for the tapes were selected by three instructors representing both departments. Five audio tapes with 190 correlated visual slides were prepared for use on the PYRAMID system in the DeGarmo Hall laboratory. Five video tape cassettes were also produced for use in the laboratory. These tapes are designed for use in specific units of the course.

Beginning fall-semester students will be assigned to view appropriate tapes as the course progresses. Two of the audio tapes give a general introduction to

the problems experienced by hearing impaired persons and demonstrate these problems through actual listening experiences. The other audio tapes demonstrate 15 common speech discrimination tests and allow the student to take a form of each test. The five video tapes demonstrate four lip reading tests and a special home management program for teaching parents sign language. The lip reading tests are to be taken by the students to measure their own lip reading ability. Test forms, picture matrices and answers from the tests are shown pictorially so the students will become familiar with the materials they will later use in clinical and educational settings. Their experiences in taking these tests will facilitate their eventual clinical training and help them work with clients and students more insightfully.

Tutorial Computer Assisted Instruction Project in Educational Psychology

Margaret C. Waimon, Department of Psychology
Other Faculty Participants: Noel Gill Department of Psychology

This project continued and expanded the tutorial Computer Assisted Instruction (CAI) program for the Measurement unit in Educational Psychology which was developed and tested during the spring semester, 1975. The tutorial CAI program was initiated in order to reduce demands on faculty time for one-to-one tutoring in this particular unit and to facilitate individualization of instruction for large numbers of students with diverse backgrounds.

In accordance with agreements reached by the Educational Psychology and Professional Sequence faculties, the Measurement unit was to be expanded to include introductory descriptive statistics. The Educational Psychology faculty agreed that this segment of the program would review elementary computation skills and emphasize statistical procedures appropriate for classroom teachers. The scope of the content to be covered was delineated in initial planning sessions.

While the Measurement CAI program was keyed to the unit's behavioral objectives, basic reading materials, and mastery tests, this statistical segment was designed to be less directly tied to any particular unit. An attempt was made to write a program that would be a helpful review regardless of the level or source of preparation. It was felt this would allow greater flexibility in assigning reading materials, and would increase the probability that students in courses other than Educational Psychology would be able to use and profit from the program.

Multiple-choice questions were constructed which would: (1) tap a student's grasp of concepts fundamental to statistical computation, (2) test knowledge of computational procedures or steps, and (3) ask for interpretation of statistical results. Correct and incorrect choices are discussed and explained in the program. Incorrect alternatives consist of common misconceptions and were chosen on the basis of the informational value of the explanation. The program will be used and evaluated by the Educational Psychology faculty and students in the fall semester, 1975.

High Standards and Good Feelings: Proposal for Change in the Professional Sequence

Morton D. Waimon
Department of Curriculum and Instruction

The problem of the Professional Sequence, a self-instructional program for secondary teacher education candidates, is to increase the significance of program objectives and decrease student avoidance behavior. The objective of this project was to develop a set of guidelines which could be used by the Sequence faculty in making decisions about desired changes over the next five years. Ideas and reactions to ideas for change were solicited from individual Sequence instructors and were used in the development of the guidelines. The report describes an alternative to the learning hierarchy used in the preseat program together with an alternative schedule of reinforcement and instructional system.

Individualized Computerized Instructional Assistance

Jeral R. Williams
Department of Psychology

It was the purpose of this project to develop teaching and tutorial programs for computer assisted instruction as a part of the Psychology Department's program to teach research methods. The instructional support was used for the initial development and testing of programs to be used during the next few years in the Experimental Psychology courses.

The following individual programs were written, put in the computer, field-tested and are presently being used:

1. Sign-On programs for the Mid-Illinois Computer Cooperative and the Psychology Department systems.
2. An interactive program in which the students use journals and reprints in conjunction with the computer to aid in the identification and understanding of independent and dependent variables.
3. An interactive program in which the use of the basic statistical decision $p < \text{or} > .05$ is shown and practiced.
4. An interactive program which enables each student to: (a) develop hypotheses; (b) have individualized data for a pseudo field research problem which relates to the hypothesis; (c) use the data for table development, and for a chi-square analysis and finally (d) to practice relating data and statistics to decisions about hypotheses. The program then serves as a guideline for students to perform their own field research.

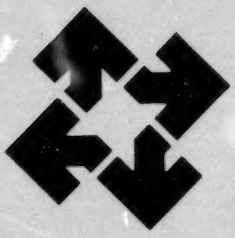
In addition, the programming was performed for the following: a pseudo research problem involving correlation in a manner similar to the chi-square problem; a pseudo research problem involving a t-test and laboratory experimentation; an interactive program for the identification of simple, main and interaction effects; an interactive program for basic descriptive statistics; and, a program for writing references for journals and books in APA style.

Developing a Course in "Today's Shakespleare" for Non-Majors

William C. Woodson
Department of English

The purpose was to develop an introductory course in Shakespeare to be offered as a large lecture for the general students. Special attention has been given to increasing the options for individualized learning and measuring achievement in a number of discreet ways.

The integration of performances within the weekly class meeting should perforce invoke critical comparisons and lead to independent analysis. Since Shakespeare is universally recognized as embodying many of the normative values and concerns of western culture, emphasis will be given to today's perspectives on the world he portrayed. The outcome of the project thus will be, hopefully, experimental in design, innovative in presentation, but traditional in its goal--to make the Shakespearean world come alive.



Institutional
Goals
Study

Institutional Goals: Illinois State University, 1975

Eugene H. Jabker and Stanley G. Rives

An Illinois State University Academic Plan is prepared annually which provides a statement of institutional goals and a constant five-year future projection of academic program development. The Plan is developed by the University Academic Planning Committee working cooperatively with the academic departments, colleges, and other University agencies. As one way of preparing for the next annual revision of the Academic Plan, covering the period 1976 to 1981, a serious attempt has been undertaken by the Academic Planning Committee to study the perceptions of various constituent groups of the academic community on institutional goals and objectives. The basic instrument of the study is the Institutional Goals Inventory (IGI) developed by Educational Testing Service, an instrument utilized by many institutions of higher education across the nation for this purpose and one selected in part because it allows for inclusion of local option items. Supplementing the basic data from the IGI survey reported here are data from three other relevant local studies. The report is prepared for the information of all members of the University community. Our hope is that the results will be studied and utilized in the preparation of department, college, and University mission statements as well as other aspects of the revision of the University Academic Plan.

Institutional Goals Inventory

The Institutional Goals Inventory is an instrument designed to measure the goals of institutions of higher education. The conceptual framework of the Inventory consists of 20 goal areas, divided into two categories: (1) outcome goals--the substantive objectives of institutions such as intellectual development, vocational preparation, or public service programs; and (2) process goals--internal objectives that relate primarily to educational process and campus climate. The inventory itself consists of 90 goal statements, four relating to each of the goal areas, plus 10 miscellaneous goal statements. Twenty "local option" items were selected and added, largely from the Scope and Mission statements of the 1975-80 Academic Plan, to reflect the unique interests of Illinois State University. Using a five-point scale (with 5 the highest), respondents give two judgments for each goal statement: how important is the goal presently, and how important should the goal be.

Some of the goal areas reflect concerns that have been part of higher education for many years: academic and intellectual development, vocational preparation, advanced training and research. Other goal areas reflect more contemporary social, economic, and political currents: individual personal development, humanism/altruism, meeting local needs, public service, social egalitarianism, and social criticism/activism. The conceptual definitions of each of the goal areas are presented on the two pages following.

Outcome Goals

Academic Development--this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus.

Intellectual Orientation--this goal area relates to an attitude about learning and intellectual work. It means familiarity with research and problem solving methods, the ability to synthesize knowledge from many sources, the capacity for self-directed learning, and a commitment to lifelong learning.

Individual Personal Development--this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence.

Humanism/Altruism--this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally.

Cultural/Aesthetic Awareness--this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities.

Traditional Religiousness--this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental--in short, traditional rather than "secular" or "modern."

Vocational Preparation--this goal area means offering: specific occupational curriculums (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning.

Advanced Training--this goal area can be most readily understood simply as the availability of postgraduate education. It means developing and maintaining a strong and comprehensive graduate school, providing programs in the professions, and conducting advanced study in specialized problem areas.

Research--this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research.

Meeting Local Needs--this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities.

Public Service--this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs.

Social Egalitarianism--this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills.

Social Criticism/Activism--this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society.

Process Goals

Freedom--this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles.

Democratic Governance--this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution.

Community--this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators.

Intellectual/Aesthetic Environment--this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus.

Innovation--this goal area is defined as a climate in which continuous innovation is an accepted way of life; it means established procedures for readily initiating curricular or instructional innovations; and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance.

Off-Campus Learning--this goal area includes time away from the campus in travel, work-study, VISTA work, etc.; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination.

Accountability/Efficiency--this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding sources for program effectiveness, and regular submission of evidence that the institution is achieving stated goals.

Ten of the individual goal statements in the Inventory are designed to measure goals other than those in the Goal Areas. Inasmuch as the statements are not articulated with the statements comprising the goal areas, they are designated Miscellaneous; however, they are judged to be sufficiently important to be included as individual statements. The brief introductory phrase for each statement has been constructed to provide a convenient reference to the item in other sections of the report.

Basic Skills Competency--to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...

Institutional Autonomy--to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies...

Institutional Reputation--to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)...

Extracurricular Activities--to carry on a broad and vigorous program of extracurricular activities and events for students...

Institutional Planning--to be organized for continuous short-, medium-, and long-range planning for the total institution...

Community Involvement--to include local citizens in planning college programs

that will affect the local community...

Intercollegiate Athletics--to excel in intercollegiate athletic competition...

Program Evaluation--to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...

Public Information--to systematically interpret the nature, purpose, and work of the institution to citizens off the campus...

Goal Consensus--to achieve consensus among people on the campus about the goals of the institution...

The last 20 items of the Inventory, the ISU Option Goal Statements, were added to obtain a more direct reaction to the specific goals of ISU. Although there is some duplication and overlap with the preceding areas and items of the IGI, there are also many differences. The items, abstracted largely but not exclusively from the Academic Plan, are:

Decision Making--to provide an education which enables graduates to make wise and responsible choices as members of a free society...

Premier Institution--to distinguish itself as the State's premier institution in the art and science of teaching at all levels...

Degree Emphasis--to continue its major thrust as an undergraduate and master's degree institution offering doctoral programs in selected areas...

Teaching Emphasis--to emphasize the teaching function...

Research Emphasis--to emphasize the research function...

Student Potential--to provide appropriate opportunities for students to develop their fullest potential in social, emotional, cultural, and aesthetic areas...

Public Service--to provide regional and public service programs which are responsive to the needs of society and are consistent with the responsibilities and mission of the University...

Assessment--to provide for assessing the quality of instruction and learning toward improving instructional programs...

Flexibility--to provide curricular programs and organizational structures that are flexible and responsive to the growth of individuals within the University environment and larger community...

Student Quality--to admit and retain highly qualified and enterprising students...

Faculty Quality--to secure and retain faculty and staff members of the highest quality...

Interaction--to promote personal intellectual interaction between students and faculty members...

Intellectual Development--to focus on intellectual development of students...

Minorities--to recruit actively minority and disadvantaged students...

Field Experiences--to provide field experiences in the outside community as a supplement to formal classroom learning situations...

Participation--to involve faculty, students, and administrators in the establishment of academic policy and in the selection of academic administrators...

General Education Requirement--to provide a general education program requirement common to all undergraduates...

Individualization--to provide a program in which instruction is tailored to individual students...

Faculty Growth--to provide an environment in which continued professional growth of faculty can occur...

Merit--to base salary and promotion decisions for faculty primarily upon the criterion of merit...

Administration

In the latter part of April, 1975, the Inventory was distributed on behalf of the University Academic Planning Committee to approximately 1,000 persons selected from the faculty, administrators, and students of ISU, community and alumni representatives, and the members of the Board of Regents. The number of Inventories distributed and the return rate for each respondent group were:

Respondent Group	Number Selected	Number of Inventories Returned	Percentage of Return
Faculty	487	392	80
Applied Science & Tech.	64	50	78
Arts and Sciences	227	203	89
Business	47	36	77
Education	90	74	82
Fine Arts	59	29	49
Administration	124	95	77
Board of Regents	13	6	46
Community/Alumni	138	54	39
Students	500	76	15

A representative sample of 50 percent of the faculty in each department of the University were asked to complete the Inventory. The instrument was also sent to the President, Vice Presidents, Secretary of the University, Deans, Department Chairpersons, Directors, and approximately one-third of other non-civil service administrative personnel throughout the institution. Each member of the Board of Regents was invited to complete the questionnaire. A selected group of community and alumni persons who had some knowledge or continuing contact with the University were also invited to participate. Finally, a random sample of 500 students were identified to provide a proportionate representation by colleges.

In general, the return rate was sufficiently acceptable to provide confidence in the results and allow some among-group analyses; however, caution should be exercised in the interpretation of the results for those groups with low return rates--especially the students. It is both disappointing and puzzling that only 76 students availed themselves of this singular opportunity to express their opinions about the goals of the University despite personally addressed invitations to 500, a follow-up phone campaign, an open letter in the student newspaper, and completely flexible scheduling by the Office of Measurement and Evaluation. As a result, any conclusions drawn from the student data should be considered highly speculative.

Results

The completed Inventories were forwarded to the Educational Testing Service (ETS) for scoring. Means, standard deviations, and discrepancy scores were provided for each respondent group. For this report, a composite mean, or mean of the means, has been computed for the "is" and "should be" reactions of the nine respondent groups.*

The discrepancy is the gap or difference between the mean "should be" score and the mean "is" score. The magnitude of the difference is assumed to reflect the degree of satisfaction with the institutional status quo in the views of the respondents; a relatively large discrepancy possibly implies discontent or a sense of aspiration; relatively low discrepancies may suggest satisfaction, or perhaps complacency and the end of aspiration. In general, the larger discrepancies suggest possible priorities for institutional change, especially if the discrepancy is also related to a "should be" mean indicating high importance to the respondents (3.50 or greater).

The relative importance of the 20 Outcome and Process Goal Areas for all respondents is presented graphically in Figure 1. The dotted line represents the current status of the goals (the "is" means); the solid line represents the preferred status (the "should be" means). The area between the lines reflects the discrepancies which are also presented numerically in rank order in Table 1. Together, both presentations suggest the priorities for change at Illinois State University.

*The composite mean is simply the average of the nine means for each item or group of items and does not reflect the differences in the number of respondents in each constituent group, in effect, weighting each of the nine respondent groups equally.

FIGURE 1

PROFILE FOR ALL RESPONDENT GROUPS

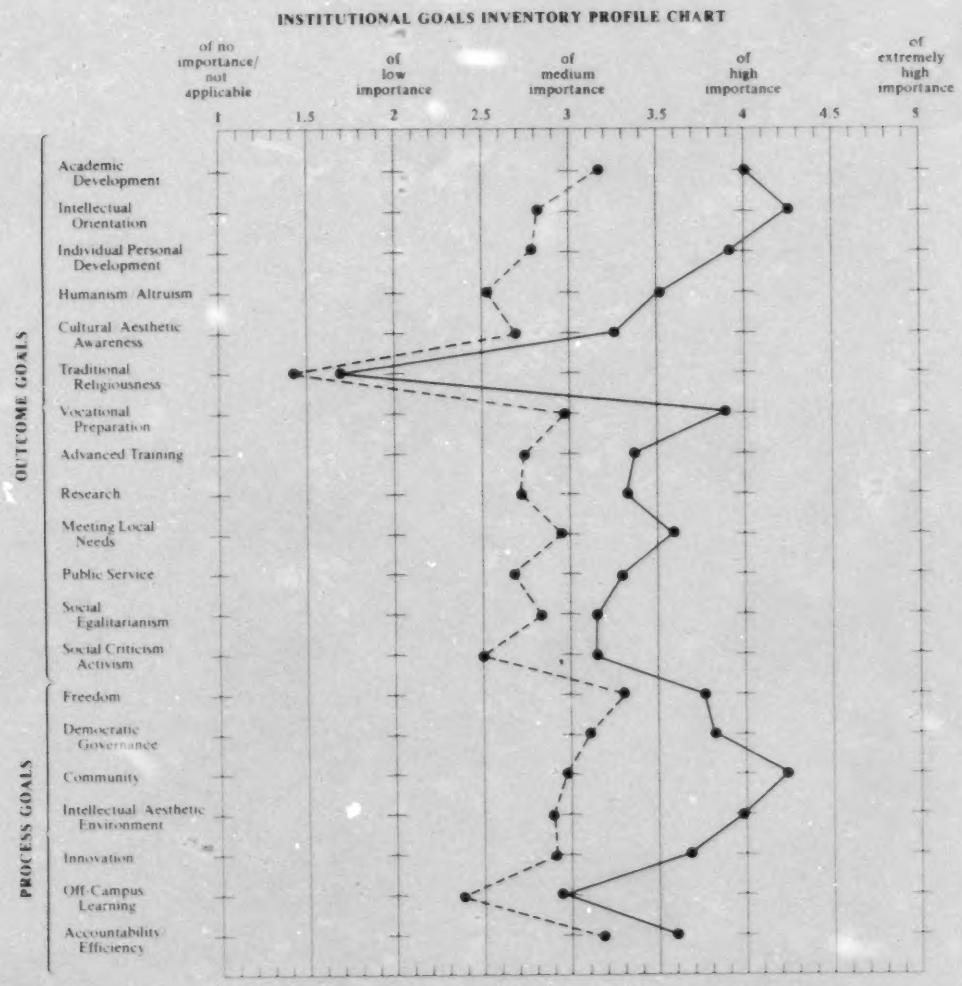


TABLE 1

Rank Order of Goal Areas

Goal Area	Rank	Discrepancy	"Should Be" Mean
Intellectual Orientation	1	1.46	4.26
Community	2	1.25	4.23
Individual Personal Development	3	1.15	3.93
Intellectual/Aesthetic Environment	4	1.08	3.99
Humanism/Altruism	5	.98	3.51
Vocational Preparation	6	.91	3.88
Academic Development	7	.81	3.99
Innovation	8	.75	3.67
Democratic Governance	9	.71	3.82
Public Service	10	.67	3.34
Social Criticism/Activism	11	.64	3.14
Meeting Local Needs	12	.63	3.58
Advanced Training	13	.62	3.37
Research	14	.60	3.32
Cultural/Aesthetic Awareness	15	.56	3.26
Off-Campus Learning	16	.55	2.93
Freedom	17	.45	3.76
Accountability/Efficiency	18	.43	3.61
Social Egalitarianism	19	.31	3.14
Traditional Religiousness	20	.26	1.68

The composite means and discrepancies for the Goal Areas provide a convenient and useful summary of the individual statements comprising the area; however, extreme reactions to particular items which may be of equal or greater interest than the overall goal area are masked by the averaging process. Moreover, reactions to the Miscellaneous and ISU Option Goal Statements are not represented in the Goal Areas. Selected* individual goal statements which received the highest or lowest mean ratings by the majority of the respondent groups are listed. The composite mean, discrepancy, and source are given parenthetically following each statement.

*For each of the nine respondent groups, the ten "is" and "should be" goal statements with the highest and lowest mean values were identified. Then, the five statements which appeared most frequently in each list were selected with the exception of the four items comprising Traditional Religiousness--a goal area of obvious irrelevance to a public institution of higher education. At least six of the nine respondent groups rated these items as the most or least important to the University.

SHOULD BE Goal Statements

Most Important:

to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency... (Miscellaneous Goal Statement: Mean, 4.36; Discrepancy, 1.60)

to secure and retain faculty and staff members of the highest quality... (ISU Option Goal Statement: Mean, 4.59: Discrepancy, 1.43)

to maintain a climate of mutual trust and respect among students, faculty, and administrators... (Community Goal Area: Mean, 4.49; Discrepancy, 1.43)

to admit and retain highly qualified and enterprising students... (ISU Option Goal Statement: Mean, 4.28; Discrepancy, 1.29)

to provide an environment in which continued professional growth of faculty can occur... (ISU Option Goal Statement: Mean, 4.35; Discrepancy, 1.44)

Least Important:

to excel in intercollegiate athletic competition... (Miscellaneous Goal Statement: Mean, 2.47; Discrepancy, -1.00)

to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination... (Off-Campus Learning Goal Area: Mean, 2.16; Discrepancy, .41)

to perform contract research for government, business, or industry... (Research Goal Area: Mean, 2.75; Discrepancy, .40)

to be engaged, as an institution, in working for basic changes in American society... (Social Criticism/Activism Goal Area: Mean, 2.64; Discrepancy, .40)

to prepare students in one or more of the traditional professions, e.g., law, medicine, architecture... (Advanced Training Goal Area: Mean, 2.93; Discrepancy, .63)

IS Goal Statements

Most Important:

to help students acquire depth of knowledge in at least one academic discipline... (Academic Development Goal Area: Mean, 3.79; Discrepancy, .48)

to continue its major thrust as undergraduate and master's degree institution offering doctoral programs in selected areas... (ISU Option Goal Statement: Mean, 3.84; Discrepancy, .28)

to emphasize the teaching function... (ISU Option Goal Statement: Mean, 3.78; Discrepancy, .34)

to recruit actively minority and disadvantaged students... (ISU Option Goal Statement: Mean, 3.57; Discrepancy, -.51)

to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing... (Vocational Preparation Goal Area: Mean, 3.59; Discrepancy, .49)

Least Important:

to encourage students to become committed to working for world peace... (Humanism/Altruism Goal Area: Mean, 2.10; Discrepancy, .91)

to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study on- or off-campus necessary)... (Off-Campus Learning Goal Area: Mean, 1.75; Discrepancy, .41)

to be engaged, as an institution, in working for basic changes in American society... (Social Criticism/Activism Goal Area: Mean, 2.24; Discrepancy, .40)

to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work... (Off-Campus Learning Goal Area: Mean, 2.36; Discrepancy, .52)

to perform contract research for government, business, or industry... (Research Goal Area: Mean, 2.35; Discrepancy, .40)

In general, the discrepancies between the "is" and "should be" means for the majority of the goal areas and individual goal items suggest varying degrees of deficiency in the existing status of the University; however, for some areas, at least six of the nine respondent groups indicated the University should reduce its current commitment. The statements for which negative discrepancies ("is" means greater than "should be" means) were obtained are listed. The means reported are "should be."

Negative Discrepancy Goal Statements

to excel in intercollegiate athletic competition... (Miscellaneous Goal Statement: Mean, 2.47; Discrepancy, -1.00)

to recruit actively minority and disadvantaged students... (ISU Option Goal Statement: Mean, 3.06; Discrepancy, -.51)

to apply cost criteria in deciding among alternative academic and non-academic programs... (Accountability/Efficiency Goal Area: Mean, 2.96; Discrepancy, -.32)

Discussion

The University was founded in 1857 as Illinois State Normal University, the first public institution of higher education in Illinois. After more than a century as a single-purpose teacher education institution, the decades of the 1960's and 70's brought a variety of significant changes for Illinois State including the expansion of purpose to offer liberal arts as well as teacher education programs, development of a collegiate structure, introduction of doctoral level programs (graduate work at the master's level was introduced in 1943), governance by the Board of Regents, establishment of the Board of Higher Education, publication of Master Plans I, II, and III for Higher Education, and renaming of the institution as Illinois State University. Among many other events which had a significant impact on the University during this period were the dramatic increase in the number of students enrolled, the number of faculty and staff employed, and additional physical facilities built.

It is within this historical and contemporary context that the results of the Institutional Goals Inventory must be interpreted. Illinois State University is both an "old" institution with many well-established traditions, and also a "new" university with a variety of aspirations. Both--traditions and aspirations--appear to be reflected by the responses to the IGI.

The Institutional Goals Inventory is an instrument designed to provide a convenient way in which constituent groups can contribute their thinking about desired institutional goals. The responses to the Inventory also provide a valuable standard of comparison for the existing goals and commitments of the institution as stated in the Illinois State University 1975-80 Academic Plan. It is the purpose here to compare directly the results of the IGI with the Scope and Mission statements of the Plan.

(Quotations immediately following each heading are ISU goals; other quotations from the Academic Plan are commitments to implement the goals.)

Direct Instruction Goals

"Excellence in undergraduate education which is defined here as that provided by curricula and staff equal to or surpassing those provided in leading public and private colleges and universities." (ISU Academic Plan, 1975-80)

"Selected graduate programs leading to the master's and doctoral degrees for which there are demonstrated or anticipated needs and for which Illinois State University has a superior staff and potential for conducting the programs." (ISU Academic Plan, 1975-80)

In general, the responses to the Inventory indicated these goals deserve a high priority at ISU; however, these are also the areas in which the greatest need for change was perceived. The respondents believe the University has achieved success and should continue "to distinguish" itself as the State's premier institution in the art and science of teaching at all levels (Mean, 3.98; Discrepancy, .41)*, and has emphasized appropriately and should continue to emphasize the "teaching function" (Mean, 4.12; Discrepancy, .34). The respondents also indicate ISU should "continue its major thrust as an undergraduate and master's degree institution offering doctoral programs in selected areas" (Mean, 4.12; Discrepancy, .28); however, advanced training for preparation in one of the traditional professions--law, medicine, or architecture--should be of little importance to the institution (Mean. 2.93; Discrepancy, .63).

Despite the high levels of perceived success in the achievement of these goals, substantial progress is still believed necessary in related areas: Academic Development and Intellectual Orientation. Both imply cognitive learning but have different connotations. The former refers to substance learned; the latter, to an attitude about or commitment to learning. There is a strong concern that ISU should nurture a better attitude about or commitment to learning than it is currently providing and an increased but selected emphasis in the substance learned. Specifically, the institution is currently helping "students acquire depth of knowledge in at least one academic discipline" (Mean, 3.79; Discrepancy, .48), but it should be ensuring "that students who graduate have achieved some level of reading, writing, and mathematics competency" (Mean, 4.36; Discrepancy, 1.60). Apparently, it is not only necessary for the University "to focus on the intellectual development of students" (Mean, 4.19; Discrepancy, 1.20) but also to live up to its commitment to set and maintain "high academic and professional standards...necessary to release and develop the abilities of qualified and enterprising students and faculty. Clearly the respondents expect the University "to hold students throughout the institution to high standards of intellectual performance" (Mean, 4.23; Discrepancy, 1.66).

The quality of students admitted to the University is directly related to the quality of education received and the standards maintained. The respondents indicate there is a large discrepancy between what we are doing and should be doing "to admit and retain highly qualified and enterprising students" (Discrepancy, 1.29), and the goal should be of the highest importance (Mean, 4.28). Conversely, there appears to be a resistance to admitting students for reasons other than quality and enterprise. The mean ratings for two items in the Inventory illustrate this reaction: "to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted" (Mean, 2.88, Discrepancy, -.01); "to recruit actively minority and disadvantaged students" (Mean, 3.06; Discrepancy, -.51). Social Egalitarianism is the second lowest priority goal area of ISU and raises serious questions about the actual as opposed to ideal compatibility of two of the institution's "commitments" to implement direct instructional goals:

> "Because the students at Illinois State University come from various economic, social, cultural, and intellectual backgrounds, the University dedicates itself to providing for the educational needs of majorities and minorities, advantaged and disadvantaged alike." (ISU Academic Plan, 1975-80); and
>
> "Because the value of a public university is determined by the performance of its students in the university and as graduates, Illinois State will admit and retain highly qualified and enterprising students." (ISU Academic Plan, 1975-80)

*SHOULD BE mean and discrepancy values are given for individual goal statements only.

"To secure and retain faculty of the highest quality" is rated as being highly important to the University (Mean, 4.59); however, somewhat paradoxically, the discrepancy between the current and preferred status is among the largest (1.43) for any item rated. More than 61% of the respondents were faculty and all collegiate groups noted the need for a change in the selection or retention (or both) of faculty of high quality. It is difficult to reconcile the ability of the institution to attain a "premier status" in the State with a faculty who, from their own report, indicate the need for improvement. This paradox suggests the need for additional study to examine the extent to which the following commitment of the University is being observed:

> "Because a highly qualified and dedicated faculty with skills in both teaching and research is necessary to draw out and develop the abilities of these students, Illinois State University will seek to secure and retain faculty members and staff second to none in university communities." (ISU Academic Plan, 1975-80)

The quality of Vocational Preparation, a well-established tradition at ISU, especially in teacher education, is closely related to the quality of instruction, faculty, and students involved as well as the continued commitment of all. In general, Vocational Preparation is still considered to be a highly desirable future goal of the institution; however, there is some disagreement about the amount of change required to reach the desired level of importance. Five of the nine respondent groups indicated there was a large discrepancy (greater than 1.00) between the "is" and "should be" means, the discrepancy was moderate (between .50 and .99) for three groups, and minimum for one (between .00 and .49). The responses to this item, perhaps more than others, highligit the transition from the "old" to the "new" University. Although only speculative, it is doubtful there would have been a comparable variance of opinion about the perceived status of this goal in the 1950's.

Personal Development Goals

> "All students with the opportunity to develop themselves to their fullest potentials in an intellectual, emotional, and aesthetic environment which a strong liberal arts institution has the obligation and ability to provide." (ISU Academic Plan, 1975-80)

Among the goals designated "contemporary" in the IGI, Individual Personal Development was rated as an area in which a significant amount of change is required to achieve the high level of importance desired. However, other goal areas also purported to reflect contemporary currents--Humanism/Altruism, Meeting Local Needs, Public Service, Social Egalitarianism, and Social Criticism/Activism--were not assigned comparable levels of importance nor were the amounts of change required as large. Perhaps Individual Personal Development reflects less a contemporary or humanistic concern at ISU than a recognition that the more traditional goals of academic/intellectual development and vocational preparation are best achieved by students who have identified their personal goals and means of achievement, and have an adequate sense of self-worth and self-confidence. A comparison of the mean ratings for two ISU Option Goal Statements in which the intellectual dimension is considered separately from the social, emotional, cultural, and aesthetic dimensions of personality development provides some support for this interpretation. "To focus on intellectual development of students" (Mean, 4.19; Discrepancy, 1.20); "to provide opportunities for students to develop their fullest potential in social, emotional, cultural, and aesthetic areas" (Mean, 3.88; Discrepancy, .70). The mean value of the "intellectual development" statement is thirty-one hundredths (.31) greater, and the discrepancy is almost twice as large as the latter statement.

A similar comparison of the means and discrepancies for two related goal areas of the IGI also supports the "utilitarian" interpretation of individual development. With the expected exception of the Fine Arts faculty, all other respondent groups rated Cultural/Aesthetic Awareness as a goal area which is and should be of medium importance at ISU. By contrast, all respondent groups believed a much stronger Intellectual/Aesthetic Environment should be fostered as a process goal. Among the four statements comprising the latter goal area, the item with the highest mean rating and discrepancy was: "to create

an institution known widely as an intellectually exciting and stimulating place" (Mean, 4.21; Discrepancy, 1.42).

Whether or not the "Individual-Personal-Development-in-the-service-of-the-intellect" interpretation is warranted, the results of the IGI clearly justify the need for the institutional commitment "to provide a social and intellectual climate conducive to the fullest development of its students." More specifically, it is believed there should be greater "personal interaction among students and faculty members" (Mean, 4.02; Discrepancy, 1.24), thus supporting two other commitments of the University:

> "Because students expect that faculty members have expertise in their fields, they also have the right to expect that the faculty will interact personally and intellectually with them in the classrooms and elsewhere so that they can draw fully on the faculty members' knowledge and experience in order to develop their own intellectual, artistic, and vocational abilities." (ISU Academic Plan, 1975-80); and

> "Because universities become great partly as a result of the exchange and evaluation of ideas about professional and academic matters, the University will encourage such exchange and evaluation of ideas among students and among faculty members as a means of testing and accelerating the academic and professional growth of its students and faculty." (ISU Academic Plan, 1975-80)

Student growth is the primary but not exclusive focus of the University's concern for Individual Personal Development. Faculty growth is also important. Consistent with the institution's commitment to encourage the type of interaction which facilitates faculty growth, the respondents indicated ISU should substantially improve its efforts "to provide an environment in which continued professional growth of faculty can occur" (Mean, 4.35; Discrepancy, 1.44). The discrepancy for this ISU Option Goal Statement was among the five largest obtained in the total IGI--thus indicating its importance to the respondents.

Research Goals

> "Support for scholarly and professional research activities needed for the maintenance and development of...undergraduate and graduate programs." (ISU Academic Plan, 1975-80)

As stated in the introduction to the Academic Plan, the "functions of teaching and research have been regarded as mutually supportive. Indeed, it has become the purpose of this University to integrate rigorous scholarship with the skills of instruction so that teaching can truly preserve, communicate, and extend learning. Thus, the pursuit and dissemination of knowledge have come to be regarded as one single process, and concentration on either to the neglect of the other is recognized as harmful to both." (p. 7)

The results of the IGI, although not totally contradictory to this proposition, question the degree of balance that does and should exist between the two functions. Responses to the items comprising the goal area, Research, suggest that research is and should remain as a medium important goal at ISU. By contrast, the goal areas assumed to be more closely related to direct instruction--Intellectual Orientation and Academic Development--were considered to be goals of high importance in the future with substantial improvement needed. A comparison of two statements among the ISU Option Goal Statements illustrates more directly the asymmetrical relationship perceived between teaching and research as it exists now, and as it should be in the future: "To emphasize the teaching function" (Mean, 4.12; Discrepancy, .34); "to emphasize the research function" (Mean, 3.37; Discrepancy, .40). Although the discrepancies or amount of change desired are comparable, the difference between the means (.75) is substantial. Apparently, the respondents believe ISU has been able to distinguish itself as the State's premier institution in the art and science of teaching at all levels by emphasizing teaching more than research.

Off-Campus Learning Goals

"Experiences outside of the formal classroom situation which will provide an opportunity for students to develop a sense of personal values, identity, and integrity. Various environments are designed to assist students in developing improved interpersonal skills and decision-making abilities which are fundamental to all professions and occupations." (ISU Academic Plan, 1975-80)

Off-Campus Learning, as defined by the items in the IGI comprising this goal area, is believed to be of low importance now at ISU with little need for improvement in the future. The overall tenor of the individual goal statements comprising the area suggest an "open university" approach to off-campus learning. Thus, it is not surprising that this goal was rated as low as it was.

By contrast, the ISU Option Goal Statement which more accurately reflects the University's emphasis was rated much higher with a greater need for change: "to provide field experiences in the outside community as a supplement to formal classroom learning situations" (Mean, 3.80; Discrepancy, .71). In essence, the difference in ratings suggests the respondents encourage and support limited and classroom-related off-campus learning experiences, but are generally resistant to the more non-traditional approaches in vogue at many institutions of higher education throughout the country.

Public Service Goals

"Regional community and public service programs which are responsive to the needs of society and are consistent with the responsibilities and mission of the University." (ISU Academic Plan, 1975-80)

Public Service is rated as being worthy of greater emphasis by the University (ISU Option Goal Statement: Mean, 3.73; Discrepancy, .65); however, the emphasis appears to be selective rather than general. The items comprising the goal area in the IGI suggest national and regional or community service, whereas, the ISU item suggests a more limited scope of involvement. The relatively high mean ratings for the goal area, Meeting Local Needs, buttress this interpretation. Thus, the institutional commitment to offer "the services of its faculty and staff to the people of this region in particular" (emphasis added) and only when warranted to regions beyond is supported by the results of the IGI.

Evaluation Goals

"Instruments for assessing the quality of instruction and learning, including use of traditional measurements and the further development of diversified evaluation strategies for improvement of the institution and its programs." (ISU Academic Plan, 1975-80)

It appears that the respondents to the Inventory place a relatively high priority on the need for evaluation and the development of appropriate assessment strategies at ISU; however, due to the small number of items in the IGI germane to this goal, the results are less clear or convincing than desired. The responses to the ISU Option Goal Statement indicate it should be a relatively high priority of the institution to provide better methods "for assessing the quality of instruction and learning toward improving instructional programs" (Mean, 4.01; Discrepancy, .86). Somewhat lesser importance was assigned by the respondents to the need "to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life" (Mean, 3.73; Discrepancy, .66).

Among the items comprising the most closely related goal area, Accountability/Efficiency, the need "to apply cost criteria in deciding among alternative academic and non-academic programs" was rated as a process which should receive less emphasis in the future (Mean, 2.96; Discrepancy, -.32). However, somewhat incongruously, basing "...salary and promotion decisions for faculty primarily upon the criterion of merit" was considered to be important. (Mean, 3.73; Discrepancy, .51).

As indicated, any conclusions based on this data are highly speculative, nevertheless, it appears that instruments and procedures in addition to cost-criteria, should be provided for assessing the quality of instruction and learning. Moreover, there appears to be an acceptance of the University's commitment to encourage "...all students, faculty members, departments, colleges, and other academic units to examine the conduct and success of their efforts in achieving the purposes of university education, especially with respect to balancing the academic functions of discovering and transmitting knowledge and maintaining a concern for student welfare."

Institutional Responsiveness Goals

"Curricular programs and organizational structures that are flexible and responsive to the growth of the individuals within the University environment and the larger community." (ISU Academic Plan, 1975-80)

As a general principle, this statement from the Academic Plan was affirmed by the respondents as deserving both high importance (Mean, 3.93) and some change (Discrepancy, .79) at Illinois State. Subsumed under this principle are a number of more specific concerns which are represented by a variety of individual statements and goal areas in the Inventory.

One of the most salient concerns of the respondents is the need to improve the goal area Community, that is, a climate of faculty commitment to the welfare of the institution, open and candid communication and airing of differences, and mutual trust and respect among all constituencies. The amount of change desired and the level of importance ascribed to this area suggests that this is a major problem area to be resolved. By contrast, the responses suggest that the University has been relatively successful in achieving two related and important goals: Freedom and Democratic Governance. Related to the latter goal area and illustrative of the relative satisfaction of the respondents is the level of importance assigned and the amount of change desired in the University's involvement of "...faculty, students, and administrators in the establishment of academic policy and in the selection of academic administrators" (Mean, 3.81; Discrepancy, .43).

Although implicit in many of the goals of the IGI, there are no explicit indices of the respondents' reactions or concerns about organizational flexibility and responsiveness. On the other hand, a number of items are addressed to curriculum qualities. All respondent groups indicated the University should assign high importance and do much more to provide "...an education which enables graduates to make wise and responsible choices as members of a free society" (Mean, 4.28; Discrepancy, 1.13). Correspondingly, all respondent groups believed the instructional program should be "...tailored to individual students" (Mean, 3.57; Discrepancy, .77), but 4 of the 9 respondent groups think the institution should reduce its emphasis "to provide a general education program requirement common to all undergraduates" (Mean, 3.48; Discrepancy, .14). The University should experiment more with new approaches to individualized instruction, and evaluation of student performance (Innovation) to achieve the appropriate level of curriculum change desired.

Flexible and responsive curricular programs and organizational structures are integrally related to the planning process. The respondents perceived this process as important now (Mean, 3.43) and deserved increased importance in the future (Mean, 4.01), thus supporting the University's commitment to "exercise thoughtful planning and show sensitivity to the changing manpower needs of an evolving culture."

In summary, the Institutional Goals Inventory administered at Illinois State on behalf of the University Academic Planning Committee has resulted in a massive amount of data which suggest general and specific goal priorities of the institution, e.g., intellectual orientation, community, individual personal development, faculty growth and quality, and student quality. The results also provide an interesting perspective about the institutional image held by its constituents: conservative-liberal, traditional-progressive, rigorous-lax, universal-parochial, successful-unsuccessful, and other characteristics.

The Inventory also provides an opportunity to compare ISU with other institutions which have used the instrument to assess their goals. One hundred sixteen colleges in California completed the IGI in 1972. A brief quotation from the summary of the report illustrates the similarities among ISU and the California institutions:

> "As the findings of the study demonstrate, all constituencies in every institutional category (University of California, California State University and Colleges, Community Colleges, and Private Institutions) value both the goal of Community (open communication, trust, and mutual respect) and that of Intellectual Orientation (commitment to learning). In both instances, perceived reality, however, is substantially below the ideal (emphasis added). Several goals that are essentially new to higher education in the past decade--Social Criticism/Activism, Social Egalitarianism, and Off-Campus Learning--are either not as important as the media seem to indicate or have yet to become institutional realities." (From Goals for California Higher Education: Summary of a Report, Educational Testing Service, 1973, p. 8.)

Finally a word about this report--it has been prepared primarily for one audience--the University Academic Planning Committee. As a result, it reflects an organization of information and a style of presentation which may not satisfy all readers. For those who wish to see a more comprehensive presentation, copies of a larger report are available in the offices of the College Deans, the Dean of Undergraduate Instruction, and Measurement and Evaluation. For anyone who wishes to conduct additional analyses or prepare other reports, the raw data may be made available through arrangements made with the Director of Instructional Development in the Office of Undergraduate Instruction.

Additional Studies

Additional information concerning student/faculty perception of institutional goals is available from three additional studies conducted separately by the University's Measurement and Evaluation Service, Student Counseling Service, and Alumni Services and Development. Given the relatively small level of student participation in the Institutional Goals Inventory study, the results of these additional studies may be important in yielding broader information on the student perspective.

Institutional Student Survey

Studies conducted by the Measurement and Evaluation Service provide important additional insight into the student perspective on institutional goals. Data were collected from ISU students in 1973 and again in 1974 concerning (1) general satisfaction with the University and the quality of education being received, (2) general satisfaction with various instructional formats, and (3) preferred and actual progress toward attainment of broad educational objectives and benefits classified into human relations, vocational, critical thinking, and general education categories. Detailed information is available in ISU Institutional Student Survey Report No. 2 by Ronald S. Halinski and Tse-Kia (Kup) Tcheng; results are summarized only briefly here.

Overall Satisfaction. If students feel that what they are doing is worthwhile and view their university favorably, they are more likely to be productive and take advantage of the educational opportunities available to them. These survey results indicate that a large majority of students are satisfied with the education they receive at Illinois State: 75 percent rated the quality of their educational experiences as excellent/good and 25 percent as fair/poor in 1974; for 1973 the comparable figures were 73 and 27 percent. Results of the 1974 survey which may be helpful in interpreting the nature and extent of student satisfaction include the following: (1) two-thirds of the students indicate that if they could start over, they would again choose to attend ISU; (2) four out of five ISU students feel their college courses are relevant to their particular needs and interests; (3) only a third of the students feel that the University is concerned about them as individuals; and (4) whereas

80 percent of students rated the quality of courses in their major as excellent or good, only 50 percent rated their general education courses as excellent or good. For 1974, a majority of students agree that examinations are usually thorough and fair, that instructors are generally available for assistance with classwork, that campus cultural programs are satisfactory in terms of quality and quantity, and that sufficient recreational opportunities and facilities are available; a minority of students agree that library materials are easily accessible and that students have ample opportunity to participate in college policy-making.

More specific student responses concerning courses and faculty are revealed in the following 1974 survey results. A majority of students agree that: (1) there is not much contact between professors and undergraduates outside the classroom (82%); (2) most of the professors are dedicated scholars in their fields (75%); (3) instructors clearly explain the goals and purposes of their courses (70%); instructors give students enough opportunities to ask questions and express points of view (69%); most of the faculty are not interested in student's personal problems (64%); most instructors are thorough and probe the fundamentals of their subjects (63%); students almost always wait to be called on before speaking in class (63%); instructors relate course material to current issues in society (62%); courses, examinations, and readings are frequently revised (62%); personality, pull, and bluff get students through many courses (59%); and standards set by the professors are not particularly hard to achieve (50%). A minority of students agree that: (1) instructors do not make sufficient distinction between major ideas and lesser details (49%); (2) most instructors are concerned with being excellent teachers (48%); (3) professors go out of their way to help students (47%); (4) faculty members rarely or never call students by their first names (41%); and (5) class discussions are typically vigorous and intense (18%).

Instructional Formats. A second dimension of the study concerns what types of instructional formats students have experienced and their degree of satisfaction with these various types of instruction. Results reported below for 1973 and 1974 indicate the percent of students experiencing the format, the percent of those experiencing the format expressing satisfaction with it, and the mean satisfaction rating (1 = highly dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, 5 = highly satisfied with * indicating an .05 level statistically significant difference between the two years):

	Percent Experience Format		Percent Satisfied with Format		Mean Satisfaction Rating	
Instructional Format	1973	1974	1973	1974	1973	1974
Large lecture class	99	98	31	37	2.80	*2.94
Small class with instructor-led discussions	97	95	75	79	3.91	3.96
Individual research as part of course work	89	90	57	61	3.53	3.57
Group projects as part of course work	82	81	40	45	3.08	*3.20
Lecture class with scheduled discussion sections	81	81	42	48	3.14	*3.33
Laboratory course	75	65	50	56	3.30	*3.45
Student-led discussion groups	74	71	47	51	3.29	*3.38
Team teaching	70	65	54	50	*3.40	3.26
Group research as part of course	67	67	38	41	3.01	*3.11
Video-taped lectures	51	48	17	22	2.32	*2.55
Courses involving community experience	38	36	51	59	3.49	*3.68
Self-instructional packages in learning laboratories	33	34	30	33	2.79	2.86
Independent study	30	31	49	53	3.39	3.49
Part of course work conducted off-campus	26	32	40	47	3.28	*3.42
Residence hall courses	19	18	28	37	2.94	*3.13

General conclusions from these data are: (1) for both years, the most widely experienced instructional formats were the large lecture type class and the small class with instructor-led discussions, with essentially all students experiencing both formats and about three-fourths expressing satisfaction with the small class and one-third expressing satisfaction with the large lecture; (2) of the 15 instructional formats, 10 received statistically significant higher satisfaction ratings in 1974 over 1973; (3) the small class with instructor-led discussions received the highest satisfaction rating both years, while video-taped instruction received the lowest satisfaction rating both years; (4) less than one-third of students reported that they had experienced independent study; (5) the percentage of students experiencing a particular format did not change to any large extent between 1973 and 1974 with the exception that 10 percent fewer students experienced laboratory courses in 1974; and (6) for both years, three instructional formats received overall mean satisfaction ratings less than 3.0 (neutral)--large lecture classes, video-taped lectures, and self-instructional packages in learning laboratories.

Educational Objectives. Student responses to 25 statements concerning educational benefits/objectives associated with college were also obtained in terms of their "actual" and "preferred" progress toward attainment of these goals. The scale ranged from 1 (little or none) to 5 (very much). A priority listing was devised by ranking these statements on the basis of both the mean "preferred progress" and "actual progress" ratings. Faculty were also asked to respond to these statements so as to obtain some indication of differences in student and faculty perception of the relative importance of the goals. The 1974 survey results:

	Preferred Progress				Actual Progress			
	Faculty		Student		Faculty		Student	
Statement by Category	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
HUMAN RELATIONS								
Development of an identity	3.99	14	4.25	1	2.87	7	3.24	6
Social development	3.96	17	4.20	2	3.05	3	3.42	2
Personal development	4.04	11	4.16	3	2.79	9	3.39	3
Tolerance of others	4.15	5	4.16	4	2.89	6	3.50	1
Development of personal philosophy	3.94	18	3.90	16	2.58	15	3.07	14
VOCATIONAL								
Background for futher education	4.12	7	4.04	6	3.37	1	3.12	11
Vocational training	3.74	25	3.98	9	3.11	2	2.68	25
Discovery of vocational interests	3.93	19	3.87	19	3.01	4	2.93	21
CRITICAL THINKING								
Open-mindedness	4.26	4	4.10	5	2.63	12	3.33	4
Intellectual curiosity	4.27	3	4.03	7	2.56	18	3.15	9
Ability to select appropriate information	4.14	6	4.02	8	2.59	14	3.10	13
Intellectual honesty	4.28	2	3.96	11	2.50	19	3.10	12
Desire for order	4.01	12	3.90	15	2.45	22	3.05	15
Ability to recognize assumptions	4.11	8	3.87	18	2.44	23	2.97	16
Ability to define problems	4.09	9	3.91	14	2.49	20	2.94	18

	Preferred Progress				Actual Progress			
	Faculty		Student		Faculty		Student	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
GENERAL EDUCATION								
Current issues/problems in society	3.98	15	3.93	13	2.76	10	2.93	20
Develop interest in new fields	4.00	13	3.95	12	2.68	11	3.18	7
Terminology/facts in various fields	3.88	21	3.97	10	2.95	5	3.17	8
Awareness of different cultures	4.09	10	3.84	20	2.80	8	3.27	5
Effective communication	4.37	1	3.88	17	2.41	24	2.87	22
Appreciation of moral/ ethical standards	3.96	16	3.76	21	2.59	13	3.15	10
Quantitative thinking	3.80	24	3.76	22	2.40	25	2.81	23
Broadened literary appreciation	3.89	20	3.63	23	2.57	16	2.94	17
Aesthetic sensitivity	3.85	22	3.61	24	2.56	17	2.93	19
Understanding nature of science	3.84	23	3.56	25	2.48	21	2.78	24

Some general observations from these data include: (1) students consider the Human Relations type goals (development of an identity, social development, personal development, tolerance of others) to be of primary importance, followed by open-mindedness, background for further education, intellectual curiosity, ability to select appropriate information, and vocational training; (2) faculty consider Human Relations type goals (except for tolerance of others) relatively less important than students and tend to rate the Critical Thinking cluster of goals as most important--the faculty order of preferred goals includes effective communication, intellectual honesty, intellectual curiosity, open-mindedness, tolerance of others, ability to select appropriate information, background for further education, ability to recognize assumptions, and ability to define problems; (3) for students, perceived actual progress toward goals was greatest for tolerance of others, social development, personal development, open-mindedness, awareness of different cultures, and development of an identity--largely in the Human Relations cluster considered to be most important; (4) for students, perceived actual progress was least in vocational training, understanding the nature of science, quantitative thinking, effective communication, discovery of vocational interests, and current issues/problems in society; (5) for faculty, actual student progress was viewed as greatest in the areas of background for further information, vocational training, social development, discovery of vocational interests, and terminology/facts in various fields; it was least in quantitative thinking, effective communication, ability to recognize assumptions, desire for order, understanding the nature of science, and ability to define problems.

A study of the differences between the two means of actual and preferred progress yields a measure of discrepancy for each goal. These data, available in ISU Institutional Student Survey Report No. 2, reveal that the areas of greatest discrepancy between preferred and actual progress for students are in the areas of vocational training, effective communication, development of an identity, and current issues/problems in society; for faculty, the areas of greatest discrepancy include effective communication, intellectual honesty, intellectual curiosity, and ability to recognize assumptions. Across all objectives, the marked tendency is for both students and faculty to rate "preferred progress" higher than "actual progress" with faculty perceiving a greater discrepancy between the two than students. Considerably more detail from this study is available in the complete report available in the Measurement and Evaluation Service office.

Environmental Impact Study

A recent student environmental assessment study conducted by the Student Counseling Center, which sampled approximately two percent of the student body, also yields relevant information. The results of this survey, according to Robert Conyne

and David Hoffman, indicate that "the students sampled generally view the ISU environment quite positively," that "items related to academic issues usually received positive endorsement (educational worth, small class discussions, contact with faculty)," and that "the campus as an attractive place was supported." Specific responses include:

Question	Student Response Percentages		
	Positive	Negative	Neutral
Do you feel positive or negative about...			
1. the quality of your contact with people at ISU?	87.6	7.8	4.6
2. your physical safety at ISU?	72.1	19.5	8.4
3. the physical layout of the ISU campus?	83.8	9.7	6.5
4. the physical attractiveness of the ISU campus?	77.8	9.2	13.1
5. the availability of places to informally meet and be with people at ISU?	48.1	35.7	16.2
6. the Union as a facility for students	39.9	47.8	12.4
7. the effectiveness of the Student Association in representing student needs and interests?	32.9	16.4	50.8
8. the worth of your educational experience at ISU?	84.1	9.9	6.0
9. the responsiveness of ISU as an institution to your needs and interests?	62.1	18.3	19.6
10. your own ability to influence policymaking at ISU?	17.7	60.0	23.3
11. the general cultural atmosphere at ISU?	66.0	13.1	20.9
12. the general psychological atmosphere at ISU?	62.3	18.2	19.5
13. the effectiveness of student services units at ISU?	58.4	12.8	28.9
14. the location of the ISU campus within the Bloomington-Normal community?	78.4	9.2	12.4
15. the quality of your contacts with faculty outside the classroom?			
...of those experiencing such contact (41%)	91.8	0	8.2
...of those not experiencing such contact (59%)	15.6	36.7	47.8
16. living in the residence halls at ISU?			
...of those experiencing residence hall life (79.2%)	74.6	18.9	6.6
...of those not experiencing residence hall life (20.8%)	71.0	19.4	9.7
17. about a course at ISU which has class discussions?			
...of those experiencing such courses (86.3%)	77.3	11.4	11.4
...of those not experiencing such courses (13.7%)	23.8	52.4	23.8

Positive responses in relative order are: Faculty contacts outside the classroom, quality of interpersonal contacts, worth of educational experience at ISU, physical layout of the campus, location in Bloomington-Normal community, physical attractiveness of campus, class discussions, residence hall life, physical safety at ISU, general cultural atmosphere, general psychological atmosphere, responsiveness of institution to student needs and interests, and effectiveness of student service units. Four items drew a favorable response from less than half of the students surveyed.

1. Personal ability to influence policy-making. Sixty percent responded negatively on this item. Among their specific comments: "student input minimum; no individual power; administrators listen with no action; policy-making from economic, not social reasons; too much red tape; limited student government power; apathetic students."

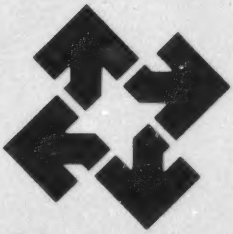
2. Effectiveness of Student Association. Over half of those surveyed were neutral on this item. The authors state, "extremely large numbers of students report not knowing anything about the Student Association or what it does."

3. Union as a student facility. Nearly half of the students responded negatively. Among their comments: "too far; bad hours; cold; too big; mostly empty rooms; red tape; designed for others, not students; BBC always has leagues; need student parking lot; TV in bad places; too many high school kids."

4. Informal meeting places. Slightly less than half have a favorable response to this item. Comments: "Union too far; Union lacks these kinds of places; only such places are off campus; need beer in Union; school doesn't sponsor much; nothing on campus."

Area Meetings Study

Still another source of information about expectations of the University is the "Report on 1974-75 Area Meetings for Alumni, Parents, Prospective Students and Their Parents" prepared by Milt Weisbecker, Director of Alumni Services and Development. The report evaluates the results of seven area meetings about the State (Chicago, Danville, Decatur, Moline, Ottawa, Peoria, Rockford) in which 1500 individuals participated. Of particular concern here are responses to the question, What do people want or expect from Illinois State University? Typical responses included: (1) a safe living and learning environment; (2) individual attention and concern for student welfare, assurance that students are not treated as "a number," a "personalized University," concern for students as individuals, assistance with a personal touch; (3) a good, quality education, breadth of programs, small classes, an opportunity for students to grow academically and culturally; (4) programs which hold immediate and future employment prospects, preparation for an occupation upon graduation, help in getting a job after graduation; and (5) concerned teachers and administrators. Primary issues and concerns expressed by those attending the meetings were in the areas of cost, financial aid, admissions, housing, and aspects of student life. The thrust of comments is generally favorable to the University. Among them: Parents appreciate the fact that faculty emphasis is on teaching, not research and like the size of ISU--big enough to provide wide choice of study, good facilities, cultural activities; the University seems to be holding on to its traditional concern with students; ISU is recognized as one of the major learning centers in Illinois.



Undergraduate Teaching Assistant Program

The Undergraduate Teaching Assistant Program: 1974-75

Eugene H. Jabker

The Undergraduate Teaching Assistant (UTA) program was initiated at Illinois State University in 1973 by the Office of Undergraduate Instruction to determine if bright, highly motivated undergraduates could make meaningful contributions to the instructional process. Sixty UTA positions were made available to departments throughout the University in the first semester, and expanded to 80 for the second semester representing an allocation of $65,000 for the academic year. In general, the evidence from this first year clearly supported the assumption that junior and senior undergraduates could be effective assistants to the faculty teaching freshman-sophomore courses, thus, warranting a continuation of the program during the 1974-75 academic year. This is a report of the second year activities.

In the 1974-75 academic year, 71.25 positions were made available initially and expanded to 98.25 for the second semester. A total of $76,725 was allocated for the academic year. The guidelines for selection, appointment, responsibilities, and reimbursement remained virtually unchanged from the preceding year; however, efforts were made to eliminate any problems identified.* For example, 29 per cent of the UTA's reported the responsibilities expected were not adequately described at the time of application. And only 66 percent felt their authority was appropriate to their responsibilities. Both conditions were improved appreciably during the second year of the program.

The data reported herein were again collected by questionnaires administered to the UTA's and the supervising faculty. The information requested of the UTA's included estimates of the time devoted, distribution of responsibilities, perceptions of effectiveness, and evaluative reactions to the program. The return rate by the UTA's for the questionnaires administered at the end of each semester were: fall, 93 per cent; spring, 85 per cent. At the end of the spring semester only, the faculty were also asked to judge the effectiveness and rate selected personal characteristics of the UTA's assigned to them. Eighty-nine per cent of the faculty returned the completed questionnaires.

The UTA's. In the fall semester, 74 students were selected and assigned to the positions allocated to every department of the University which offers undergraduate courses with the exception of two: Foreign Languages and Speech Pathology and Audiology.** During the spring semester, 110 undergraduates were assigned.

Most of the UTA's had outstanding academic records, although 12 students were appointed in the spring semester who had cumulative grade point averages under 3.0 on a 4.0 scale. Fifty-nine per cent of the UTA's in the fall semester and 54 per cent during the spring semester were female.

Responsibilities and Allocation of Time. Each department was expected to determine the specific responsibilities of the UTA's consistent with the guidelines established by the Office of Undergraduate Instruction. For example, the primary assignment of a UTA might have been tutoring or providing remedial assistance; nevertheless, the average amount of assigned time was to be limited to 10 hours per week. Extra time was also required if the UTA was registered for credit in the course Undergraduate Teaching Experience in (discipline), and the UTA was not expected to perform routine clerical work unrelated to the course involved. From the previous year's experience, it was expected that UTA's would be involved in tutoring, grading, direct instruction, preparation of classroom materials or other relevant activities.

In general, the data presented in the lower half of Table 1 confirm these expectations. During both semesters, the largest percentage of time was devoted to various classroom related activities. Clerical duties occupied only a small fraction of the time expended

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*The guidelines for selection, appointment, and responsibilities are fully described in Instructional Development at Illinois State University, 1973-74 (ERIC Number ED 100243).

**During both semesters, some departments made partial position assignments, thus, the number of students involved exceeds the number of FTE positions allocated.

TABLE 1

UTA Responsibilities and Allocation of Time

	Total Avg. Hrs./Wk.			Avg. Hrs./Wk. by Category of Activity								
	A*	V	S	Conf./ Tutor.	Grading	Prep. Matrls.	Teaching	Clsrm. Aide	Clerical	UTA Prep.	Liaison	Other
Fall'73												
Avg. Hrs./Wk.	7.65	3.90	11.55	1.80	1.40	2.55	2.31	1.88	.51	.77	.33	
Percent	66	34		16	12	22	20	16	4	7	3	
Spring '74												
Avg. Hrs./Wk.	7.8	4.0	11.88	2.4	1.5	1.8	2.1	1.8	.7	1.1	.4	
Percent	66	34		21	12	15	18	15	6	10	3	
Fall '74												
Avg. Hrs./Wk.**	9.02	3.86	12.88	2.54	1.68	1.77	2.00	1.118	1.41	1.19	.55	.56
Percent	70	30		20	13	14	16	9	11	9	4	4
Spring '75												
Avg. Hrs./Wk.**	8.42	3.83	12.25	2.23	2.06	1.26	1.92	1.58	.82	1.33	.60	.46
Percent	69	31		18	17	10	16	13	7	11	5	4

* A = Assigned, V = Voluntary, S = Sum

** 73-74 averages were computed on the basis of total number of UTA's participating; by contrast, the 74-75 averages were computed on the basis of Full Time Equivalent UTA's. This difference in the method of computation probably accounts for a large proportion of the difference in the number of hours reported.

during either semester in the 74-75 academic year despite the increase over the preceding year. Other comparisons with the first year of the program are also worth noting, namely, the increase in the percentage of time devoted to grading, and the decrease in the amount of time for direct instruction, classroom assistance and the preparation of materials. Apparently, UTA's were used "behind-the-scene" more this year than last.

Effects on the Participants. The questionnaires administered to both UTA's and faculty had three sections designed to elicit reactions about the perceived effects of the UTA experience on three audiences: the UTA, the faculty, and the students. A 5-point scale (1 = significant positive effects) was used to permit ratings of the degree of improvement or negative effect. This scale was reduced to three categories--some or significant improvement, no effect, and some or significant negative effect. The data from the spring semesters of both years of the program are presented as percentages in Tables 2, 3, and 4.

The data summarized in Table 2 indicate both respondent groups believed the experience produced some or significant improvement for a large majority of the UTA's in all areas except grade point in other courses. And for each area, the UTA's rated their improvement higher than did the faculty.

The between-year comparisons reflect a high degree of similarity for most areas with some improvement noted for techniques of organizing and searching for information. Both UTA's and faculty felt the ability to conduct and encourage discussions was lower in 1975, and faculty indicated that the 1975 UTA's had not shown as much improvement as did the 1974 UTA's in their confidence before a group, their ability to communicate clearly, nor in their awareness of personal strengths and weaknesses. Perhaps the reduced amount of in-class contact with students is related to the lowered ratings in these areas.

The effects of the UTA experience on the faculty, summarized in Table 3, reveals less homogeneity of opinion between respondent groups for the two years of the program than was reported in Table 2. In general, the faculty reacted more favorably than the UTA's. The faculty's ratings were significantly different from the UTA's in two important areas, specifically, the quality of instruction and the quality of goals and requirements for the class(es), although the faculty also perceived a reduction in the latter area for 1974-75. The faculty, as well as the UTA's perceived a between-year improvement in the amount of time available for preparation and the quality of grading and testing. By contrast, the faculty data reflect a reduction in the amount of contact with students, although the student data suggest an increment.

The data in Table 4 suggest that UTA's have a somewhat higher opinion than the faculty of the effect of the experience on the students. In only one area--solution of problems--were the faculty ratings higher than the UTA's. The 1974-75 UTA data also suggest a between-year increase in improvement for four of the six areas; whereas, the faculty data indicate a decrement. For two areas, solution of problems and personal attention, the faculty data reflect an increment but the student data indicate a reduction.

In general, the UTA experience clearly had positive effects on all participants despite any disparity of opinion regarding the degree of impact. The data also suggest the program has improved in most of the areas of concern.

Attitudes Toward the Program. The questionnaire for the UTA's contained a series of questions designed to elicit evaluative reactions to the program. A 5-point rating scale, ranging from extremely positive to extremely negative, was used for each item. The data from the spring semesters for each year and reduced to three categories are presented in Table 5.

In general, the UTA's reactions to the program were very favorable and represent an overall improvement between the two years. Of note was the apparent improvement in the "job description" at the time of application and the delegation of authority commensurate with the responsibilities. Finally, the rating for the continuation and expansion of the program represents the strongest possible endorsement of the perceived quality of the experience.

TABLE 2

Effects of the UTA Experience on the UTA

	Percent of UTA Responses						Percent of Faculty Responses					
	Some or Significant Improvement		No Effect		Some or Significant Negative Effect		Some or Significant Improvement		No Effect		Some or Significant Negative Effect	
	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975
a. Sense of membership in the academic community	87	89	13	9		2	73	81	27	18		1
b. Techniques in organizing and searching for information	70	77	31	21		2	68	74	32	25		1
c. Ability to conduct and encourage discussions	84	76	16	22		2	80	71	20	28		1
d. Knowledge of classroom procedures	85	88	15	10		2	85	87	13	12	2	1
e. Interest in the discipline	87	82	10	16	3	2	73	81	25	19	2	1
f. Confidence before a group	85	87	15	11		2	89	81	11	18		1
g. Sensitivity to the problems of teaching	94	97	6	1		2	91	91	7	8	2	1
h. Grade point in other courses	16	22	69	65	15	13	10	14	88	84	2	2
i. Knowledge about the subject matter or discipline	94	95	6	3		2	88	91	12	8		1
j. Awareness of personal strengths and weaknesses	90	92	10	6		2	82	74	18	24		1
k. Ability to communicate clearly	88	89	12	9		2	89	83	11	16		1
l. Sensitivity to student's difficulties with the subject matter, class, book, etc.	90	91	10	7		2	88	86	12	13		1

TABLE 3

Effects of the UTA Experience on the Faculty

	Percent of UTA Responses						Percent of Faculty Responses					
	Some or Significant Improvement		No Effect		Some or Significant Negative Effect		Some or Significant Improvement		No Effect		Some or Significant Negative Effect	
	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975
a. Time for preparation	63	80	37	19		1	71	82	22	16	7	2
b. Contact with students	55	62	41	33	4	6	83	64	22	29	5	7
c. Quality of instruction	51	49	49	51			75	75	23	24	2	1
d. Sensitivity to students' concerns	65	69	34	29	1	2	68	67	30	28	2	5
e. Grading and testing	53	65	47	33		2	65	74	32	24	3	2
f. Quality of goals and requirements for the class(es)	44	40	56	60			68	57	32	41	3	2
g. Research or project activities	47	34	53	65		1	38	40	62	59		1
h. Writing for publication	19	13	79	84	2	2	20	20	75	77	5	3

TABLE 4

Effects of the UTA Experience on the Students

	Percent of UTA Responses						Percent of Faculty Responses					
	Some or Significant Improvement		No Effect		Some or Significant Negative Effect		Some or Significant Improvement		No Effect		Some or Significant Negative Effect	
	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975
a. Knowledge of the subject	81	84	19	15		1	81	71	17	26	2	3
b. Desire to learn	55	62	45	36		2	68	58	32	41		1
c. Interest in the subject	62	73	38	25		2	73	69	27	30		1
d. Attendance	32	41	62	59	6		40	33	58	67	2	
e. Solution of problems	82	74	18	15		1	69	81	28	15	2	4
f. Personal attention	88	85	12	13		2	80	85	18	12	2	3

TABLE 5

UTA Attitudes Toward the Program

	Spring 1974 Percent of UTA Responses			Spring 1975 Percent of UTA Responses		
	Agree or Strongly Agree	Do not Know or No opinion	Disagree or Strongly Disagree	Agree or Strongly Agree	Do not Know or No opinion	Disagree or Strongly Disagree
UTA's should be majors or minors in a departmental teacher education program.	56	6	38	53	3	44
The responsibilities expected of me as a UTA were adequately described at the time of application.	61	10	29	77	3	20
Students should have the option of a one- or two-semester assignment.	82	10	8	85	7	8
My abilities were used to the fullest extent possible.	48	24	28	55	7	38
I feel my opinions and ideas were respected and considered by the faculty.	85	13	2	85	13	2
An insight into the "other side of the lectern" was achieved.	87	12	1	96	3	1
Students were not certain how much authority I had.	42	16	42	46	16	38
My assigned and voluntary responsibilities required too much time.	9	9	82	9	9	82
I was not adequately respected by the students.	18	12	70	11	11	78
My desire to become a teacher was increased.	61	31	8	63	21	16
My authority was appropriate to my responsibilities.	66	21	13	84	8	8
Many of the tasks which I was assigned were unimportant and menial.	12	4	84	11	10	79
I frequently had time with little or nothing to do.	15	6	79	20	8	72
The supervision and instruction for my responsibilities were appropriate.	72	13	15	76	13	11
I had too little responsibility for grades.	12	26	62	16	21	63
The reimbursement (credit and/or money) for my work was adequate.	75	6	19	76	9	15
The UTA experience was frustrating.	16	16	68	12	6	82
UTA's should not register for more than 12 hours per semester (including the UTA course).	28	22	50	35	10	55
The UTA program should be continued and expanded.	94	6	0	99	0	1

Attitudes toward the program were also evident in the "free" comments written by the UTA's. Some of these are reproduced here to illustrate the general tenor of the statements.

"The UTA program is an excellent opportunity for students to become more involved in the academic community and to gain insight into the problems of teaching. This type of program is especially advantageous for students interested in going on to graduate programs to prepare for college teaching.

Being a UTA can be frustrating at times, but it is also a good way to learn about oneself and to gain in personal and intellectual confidence. I have found the initial frustration of being half-teacher, half-student has lessened as I got to know both the teachers and the students better."

"ISU is to be strongly commended for instituting a UTA program. It has been one of the hallmarks of my career here. Not only have I learned a lot from my students and my responsibilities and taught a great deal in both subjects that were and were not germane to the course itself, but I have made some of my best and most interesting friends in the past two semesters. My only regret is that I cannot serve again."

"Being a UTA has been one of the best experiences I've had since enrolling four years ago. I think I've learned a lot. I've gained a lot of valuable experience which, hopefully, will help me later. I think this program should be expanded to give more students a chance to become more involved in the ISU academic community."

The faculty were also invited to comment on the program and the UTA under their supervision. Some of their observations are also quoted.

"Her service as a UTA in . . . was incomparable. It is difficult to imagine how it could have been improved upon. Her generosity with time and interest, combined with her outstanding qualities as a student and potential teacher, made her a valuable assistant--even colleague--in the course."

"The two UTA's in the first semester worked with me in a class of 570 students. They were of excellent assistance in establishing good rapport from the outset. To get away from the anonymity associated with such large numbers, we had small groups (up to 15) sessions scheduled each week in addition to individual tutoring. It worked exceedingly well."

". . . was an outstanding UTA. He handled the laboratory extremely well with only minimal supervision. His preparation for the lab was always good. He had no problems with handling the students or the material. He was always well prepared for class and was able to handle almost any situation which arose."

Summary. Since its inception in 1973, the UTA program has proven to be one of the most thoroughly endorsed and accepted innovations of the University. With few exceptions, both faculty and students are overwhelmingly supportive of the program.

There are several reasons for its success. First, the students selected are among the best in the University and are proud of the designation: Undergraduate Teaching Assistant. Second, the faculty is willing to commit the extra time needed for adequate supervision and instruction. And, finally, the University is willing to commit scarce resources to the improvement of instruction and the continuation and expansion of the UTA program including the 1975-76 academic year. Together, these conditions have resulted in a singularly important effort to improve undergraduate instruction in higher education.

Appendix A

1974-75 Instructional Development Program Application Form

ILLINOIS STATE UNIVERSITY
Office of the Dean of Undergraduate Instruction
1974-1975

TO: UNIVERSITY FACULTY
FROM: STAN RIVES
RE: INSTRUCTIONAL DEVELOPMENT PROGRAM (IDP)

APPLICATION PROCEDURES

The Instructional Development Program will again provide limited funds during the 1974-75 academic year for individual faculty projects designed to improve instruction. Faculty members are invited to submit applications, using the attached form, any time prior to December 1, 1974. The proposed project should be presented as concisely and clearly as possible within the structure of the application format. Each application will be evaluated by a faculty-student committee as soon as practicable after submission. Decisions will be announced immediately thereafter. Applicants may wish to consult examples of projects completed by other faculty published in: Innovations at Illinois State University and Instructional Development at Illinois State University.

BUDGET LIMITATIONS

Budget request lines must be specified according to Budget Office instructions, which are available in department offices. Line items beyond those indicated on the form, e.g., faculty released time or salaries and equipment, are not available in this program. In addition, the program is not designed to provide funds for: (1) research projects (University Research Grants are administered through the Office of the Graduate School); (2) travel funds for attendance at regular professional meetings or conferences; (3) travel funds for student transportation; or (4) speakers. All allowable expenditures must conform strictly to the State Purchasing Regulations.

EVALUATION CRITERIA

Among the criteria which will be given major consideration by the IDP Committee are projects which:

- --affect sizeable numbers of students in basic University instructional programs (e.g., University Studies, professional education courses, basic courses for majors);
- --develop or refine more flexible means for learning which will be better adapted to individual capacities and needs of students;
- --are well designed to improve instruction;
- --fit the Academic Plan, 1974-79, of the University;
- --employ funds in a reasonable and economical manner;
- --have the potential for increasing the number of instructional options available to students;
- --have the potential to affect the permanent program;
- --represent "new" activities;
- --show clear evidence of departmental support now and in the future, if necessary;
- --show evidence that supplemental support services have been assured, if needed;
- --expand on available resources of the University;
- --are "clearly" beyond those activities which are assumed to be part of normal faculty obligations;
- --cannot be expected to be supported out of regular departmental funds;
- --can be completed within the time period specified.

Faculty members having approved projects will be asked to submit a report of their project on or before June 15, 1975.

Attachment: Application Form

64

ILLINOIS STATE UNIVERSITY
Office of the Dean of Undergraduate Instruction
1974-1975

Date _____

Application for Instructional Development Program Grant

Note: 1. Submit one (1) copy of this application signed by the Chairperson of the department and the College Dean to the Office of Undergraduate Instruction, 308 Hovey, any time prior to December 1, 1974.

2. Attachments must be limited to two single-spaced, typewritten, 8-1/2 x 11 pages.

Name: _____ Department: _____

PROJECT DESCRIPTION

a. Title:

b. Purpose (100 words or less):

c. Procedures

(over)

d. Expected Outcomes/Products:

e. Implications for Instructional Development:

f. Budget:

	Amount Requested	Specific purpose(s) for funds requested:
Student Help	$ _____	
Contractual Services	_____	
Travel	_____	
Commodities	_____	
Printing	_____	
Computer Services	_____	

g. Estimated annual continuation costs from regular departmental budget funds in subsequent years: $_____

h. Chairperson's Comments:

Chairperson's Signature: _____ Date _____

Dean s Signature: _____ Date _____

Appendix B

1975 Summer Instructional Development Program Application Form

MEMO | ISU ILLINOIS STATE UNIVERSITY

Office of the
Dean of Undergraduate Instruction

December 6, 1974

TO: UNIVERSITY FACULTY

FROM: STAN RIVES

RE: Applications for Summer Instructional Development Grants

We are pleased to announce the availability of a limited number of Summer Instructional Development grants for the Summer of 1975. Specifically, the Summer IDP grants will provide one month's employment for faculty members with approved projects during the period May 15 to June 30. Interested faculty may apply by submitting a completed application form to the Office of Undergraduate Instruction by January 31, 1975.

The purpose of the program is to provide faculty a bloc of time for concentrated effort on significant projects which are intended to improve the instructional program of the University. Projects may be proposed by either individual or groups of faculty members. Proposals are particularly encouraged, but not restricted to, projects for the development of interdisciplinary University Studies courses or other developmental activity designed to strengthen the University Studies program. All proposals will be evaluated on their merits by the Instructional Development Committee.

Among the criteria which will be given major consideration by the IDP Committee are projects which:

- affect sizeable numbers of students in basic University instructional programs, particularly the University Studies program;
- reflect an attempt to continue the development of projects already in progress;
- show a knowledge of instructional development nationally and an awareness how interdisciplinary dimensions could be utilized;
- have the potential for increasing the number of instructional options available to students;
- have the potential for increasing cooperation and communication among faculty; and
- have the potential to affect significantly the permanent program.

A copy of the proposal form is attached and faculty are invited to submit applications any time prior to January 31. Please note that an individual may have only one full-time assignment (Summer IDP grant, Summer Research grant, or Summer Presession teaching) during a given month's period. Announcement of awards will be made on or about March 1. Questions should be directed to Dr. Gene Jabker, Director of Instructional Development.

rb
Attachment

Illinois State University
Office of Undergraduate Instruction

Date _____

Application for Summer Instructional Development Appointment

Note:
1. Application must be submitted by January 31.
2. Program provides one month of assigned time for faculty members during the period May 15 to June 30. Faculty with regular Summer teaching assignments must utilize period May 15 to June 15.
3. Assigned time appointments will be awarded only to those who can demonstrate they will be engaged in a bona fide instructional development activity and agree to submit a report on project accomplishments.

1. Project Director	_____
2. Department:	_____
3. Time appointment requested:	_____May 15-June 15 _____June 1-June 30
4. Type of faculty appointment:	_____Continuing _____Temporary
5. Describe in a 500-word maximum summary the instructional development project you propose. Provide: a. Title b. Description of problem addressed c. Description of project procedures, activities d. Description of project outcomes, results for instruction	

6. Describe any previous related instructional development activity including previous grants, publications, or accomplishments:

Signatures:

I understand this application is for assigned time for instructional development activity and agree, if awarded a grant, to provide the Office of Undergraduate Instruction a report suitable for distribution on project accomplishments by July 15.

Project Director: _____

Department Chairperson: _____

Comments:

College Dean: _____

Comments:

If this is a joint proposal, list other faculty and departments involved:

Name	Department	Dept. Chairperson's Signature	College Dean's Signature

Provide one copy with appropriate signatures to the Undergraduate Office, Hovey 308, by January 31.

Appendix C

1974-75 Undergraduate Teaching Assistant Application Form

1-75

ILLINOIS STATE UNIVERSITY--Office of the Dean of Undergraduate Instruction

UNDERGRADUATE TEACHING ASSISTANTSHIP POLICY

Please read carefully.

Many of the departments at Illinois State University are planning to use well-qualified undergraduates as teaching assistants in undergraduate courses. The purpose is to assist the faculty in the improvement of instruction and provide a valuable opportunity to the assistants to learn and profit from the experience.

1. Responsibilities: The responsibilities are determined by the departments with the approval of the Office of Undergraduate Instruction. The expected duties will probably differ from department to department and among the faculty within the department. Information about the duties should be obtained at the time of application. Normally, the time spent shall not exceed ten hours per week as an assistant; however, additional time will be required if registered for the Seminar: Undergraduate Teaching Assistants.

As is customary in all courses, the faculty member is in charge of a course utilizing undergraduate aides and retains the responsibility for course content and grading. Where UTA's are assigned the task of grading quizzes, laboratory manuals, or other student assignments, the student shall have the right to request a review of the grade by the faculty member.

2. Selection: Each application will be reviewed carefully by the department before recommendations for assignment are made. In general, the criteria will include excellence in overall scholastic achievement, demonstrated excellence in the discipline, and junior or senior standing. Recommendations of two faculty are also required. Other criteria as determined by each department may also be used.

3. Reimbursement:

Financial: The maximum compensation is $450 a semester, or $900 for the academic year. Payment is based on an hourly rate of $3.00 per hour.

Credit: Some, but not all departments, provide the opportunity for credit to be earned in a course entitled Seminar: Undergraduate Teaching Assistants. If available, the course will be listed with other departmental offerings in the Fall or Spring Class Schedule under the number: 291.

The Seminar is designed to provide a supervised examination of issues related to the Undergraduate Teaching Experience. The amount of credit awarded, the activities required (e.g., readings, reports, papers or observations), and the amount of time devoted to the Seminar will be determined by criteria consistent with those presently used for determining credit awarded for other University courses.

One to three hours of credit may be offered for the Seminar as long as the student is a UTA. The amount will be determined by and may vary from department to department; however, THREE HOURS IS THE MAXIMUM OF THIS CREDIT THAT MAY BE ALLOWED FOR GRADUATION.

4. Evaluation: During the semester, each UTA is expected, by the Office of Undergraduate Instruction, to complete an evaluation of their experiences. Each department may also ask for additional information.

Announcement of awards will be made by the Office of Undergraduate Instruction as soon as possible after the nominations have been received from the respective departments.

ILLINOIS STATE UNIVERSITY--Office of the Dean of Undergraduate Instruction

Application for UNDERGRADUATE TEACHING ASSISTANTSHIP

Instructions: Complete and submit this form to the departmental office in which application is made for the UTA. Please type or print information.

Department in which application is made: _____

Name _____ Date _____
(last) (first)

Major _____ S.S. No. _____

Campus Address _____ Campus Phone _____

Home Address _____

1. Statement of student's qualifications and reasons for applying for Undergraduate Teaching Assistantship. (State qualifications and reasons for applying on back of this page.)
2. Department in which application is made for UTA: _____
3. Student's current overall ISU grade point average: _____
   Student's current grade point average in field of UTA application: _____
4. College courses completed with grades in field of UTA application. (Please list--e.g., Chemistry 140--B, Chemistry 141--A)

5. Recommendations requested from the following two faculty members, including if possible the faculty member teaching the course for which UTA application is made:

   Faculty Name _____ Department _____

   Faculty Name _____ Department _____

Note: The student should request these two faculty members to submit a recommendation to the chairperson of the department in which the student is making the UTA application.

(Completed by department and forwarded to the Dean of Undergraduate Instruction)

_____ Application Approved

Period of appointment: _____, 19____ to _____, 19____.
(month) (month)

Course Assignment: _____

Faculty Supervisor: _____

Amount of credit authorized to be earned in 291, Seminar: Undergraduate Teaching Assistants_

Date _____ Chairperson _____
(signature)

(Completed by the Dean of Undergraduate Instruction)

_____ Application Approved Date _____

_____ Application NOT Approved Signature _____

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